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ABSTRACT

The impact of six elementary and secondary law related education (LRE) projects on students' knowledge, attitudes, and behavior is examined. Other effects of LRE examined included possible effects on student skills, classroom attendance, discipline, relations with students, school-community interaction, and treatment of youthful offenders by juvenile justice system personnel. Teachers' use of LRE materials and strategies was also examined. Evaluated were the following six projects: (1) the American Bar Association's Special Committee on Youth Education for Citizenship; (2) the Children's Legal Rights Information and Training Program; (3) the Constitutional Rights Foundation; (4) Law in a Free Society; (5) the National Street Law Institute; and (6) the Phi Alpha Delta Law Fraternity International. Of the more than 75 sites at which at least one of the projects was conducting activities, 19 were chosen for intensive data collection. Research methodology included interviews, survey questionnaires, and direct classroom observation. Overall findings showed that when legal education is implemented in accordance with prescriptions for the development of sound LRE programming, the classroom learning experience favorably affects factors which are directly related to socially approved behavior: commitment, attachment, involvement, belief in the moral validity of social rules, equality of opportunity, and positive labeling. One limitation of the research was the small sample population. The appendix contains a brief description of each project's goals and major features. (RM)

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LAW-RELATED EDUCATION EVALUATION PROJECT
FINAL REPORT
PHASE II, YEAR 1

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Law-Related Education Evaluation Project
Boulder, Colorado
December 1981

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PREFACE

This report on the National Law-Related Education Program is based on findings developed during a two-year applied social research effort. The research focused on determining whether and under what conditions a course emphasizing the role of law and the justice system and the complex of concepts underlying both could be expected to produce measurable effects on the behavior of students as citizens. This research was guided by several different kinds of theory and previous research, including studies of educational development, delinquency causation, and complex organizations. The prime assumptions about delinquency prevention used in this study come from social control theory.

Why should a theory of delinquency causation be included in testing the impact of citizenship education? The answer is that law-abiding and delinquent behavior are positive and negative indicators of citizenship. The causes of both kinds of behavior are thus relevant to our research. Law- related education directs student attention to the reasons law is created, how the law operates through the civil and criminal justice system, how difficult yet important it is to attain justice under law. In short, LRE deals with the ethical, normative fabric that holds communities together. The research shows that knowledge gain and skill acquisition in this arena affect directly the student's adherence to the law--a small but statistically significant effect. Of greater importance, but linked to the interest youth display for the content of LRE, is the use of teaching strategies which appear to facilitate attachment and commitment of students to the law and to education. In classes where instructional strategies and techniques were used systematically as prescribed, reduction in delinquent behavior (compared to control classes) occurred.

The findings from this research suggest that sound educational development as understood by educators and delinquency prevention as understood by criminologists go hand in hand. What is done in the classroom that achieves the one, attains the other. Conversely, failure on either count usually produces failure on the other.

Research of the scope described in this report could not have been accomplished without the cooperation and open communication offered by the more than 5,000 persons--youth and adult--who answered questions, ventured opinions, described practices, completed survey questionnaires, permitted observers to invade their domains, and otherwise provided the researchers with opportunities to collect the data that are the basis of this study. To this group of individuals, who remain anonymous in accordance with our promises and research practice, the research team expresses its deep appreciation. To the directors and staff of the six national projects, whose activities and ideas were the focus of the evaluation effort, our sincere thanks for opening your files, sharing

your beliefs and doubts about what law-related education is, does, and can become. Finally, we would like to acknowledge the support, guidance, and suggestions of Dr. James Howell, Director and Deborah Wysinger, Program Officer, National Institute of Juvenile Justice and Delinquency Prevention, as the project proceeded from its formative and developmental origins to this research report.

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CONTENTS

PREFACE iii

LIST OF TABLES AND FIGURES vi

1. INTRODUCTION. 1

Defining Law-Related Education. 1
Relationship of Law-Related Education to Delinquency Prevention. 2

2. EVALUATION PROCEDURES 5

Overview. 5
Data Collection Procedures. 5
Classroom Impact Evaluation 6
Focused Ethnography of LRE and Control Classrooms 9
Diversion Impact Evaluation 11

3. FINDINGS. 13

Classroom Impact Findings 13
Focused Ethnography of LRE and Control Classrooms 19
Combined Analysis of Classroom Data 20
Diversion Impact Findings 21
Findings Related to Other Effects of LRE. 21
Findings Related to Awareness and Adoption. 24
Findings Related to Institutionalization of LRE 31
Findings Related to Cost Allocations. 31

4. GENERAL RECOMMENDATIONS 33

Implementation. 33
Awareness 40
Adoption 41
Institutionalization. 44

REFERENCES 47

APPENDIX A: PROJECT DESCRIPTIONS. 51

FIGURES

1. Links between LRE and Behavior 4
2. Computation of Residual Gain 10

TABLES

1. Relationship Between Time-1 Offense Frequencies and Changes in Frequencies 8
2. Illustrative Residual Gain Computation for One LRE Student 9
3. Correlation Between Predictor Scales and Behavior Categories Based on Change Scores (Residual Gain) 15
4. Correlation Among General Predictor Scales Based on Change Scores (Residual Gain) 16
5. Predictor Scales by Site 17
6. Behavior Categories by Site 18
7. Observer Ratings on Three Dimensions 19
8. Comparison of Actual and Predicted Behavior Changes 20
9. Percentage of Survey Respondents Indicating Awareness of LRE and NIJJDP Projects in 1980 and 1981 26
10. Percentage of Survey Respondents Indicating Contribution of Various Publicity Modes to Awareness of LRE in 1980 and 1981 27
11. Percentage of 1981 Survey Repondents Favoring Some Form of LRE as a Requirement 28
12. Willingness to Support LRE Among NCSS Members--1981 Survey 29
13. Willingness of School Principals to Support LRE--1981 Survey 29
14. Willingness to Support LRE Among Other Categories of Survey Respondents--1981 Survey 30
15. Links Between LRE Program Features and Behavior-Related Factors 36

1. INTRODUCTION

This report presents the results of the second year of evaluation of the national law-related education effort funded by the National Institute for Juvenile Justice and Delinquency Prevention (NIJJDP). The program comprises six projects: the American Bar Association's Special Committee on Youth Education for Citizenship, the Children's Legal Rights Information and Training Program, the Constitutional Rights Foundation, Law in a Free Society, the National Street Law Institute, and the Phi Alpha Delta Law Fraternity International. Appendix A contains a brief description of each project's goals and major features.

The body of the report focuses on the overall NIJJDP-funded effort, rather than on activities of the specific projects. The remainder of this section provides a definition of law-related education (LRE), along with a discussion of LRE's relationship to delinquency prevention. Section 2 describes the evaluation procedures used, and section 3 presents general findings related to the major areas which the evaluation project assessed: the impact of law-related education on students, schools, and the community and the factors affecting awareness, adoption, implementation, and institutionalization of LRE in citizenship education programs in elementary and secondary schools. Section 4 presents general recommendations derived from the reported findings.

Defining Law-Related Education

Law-related education (LRE) is a program of instruction designed to provide students with conceptual as well as practical understanding of the law and legal processes and to equip them with knowledge of both their rights and responsibilities. Many LRE materials provide a foundation for improved citizenship skills, enhanced ability to work within the legal system to settle civil grievances and deal with criminal problems, reasoned understanding of the basis for rules, and favorable attitudes toward law enforcement and the justice system. The teaching strategies developed for use with these materials are designed to achieve several goals: to actively involve all young persons, including those who have difficulty becoming engaged in conventional classroom work; to expand avenues for demonstrating competence beyond those offered through traditional testing; and to create favorable settings for nonthreatening interaction between young persons and police, attorneys, and other justice personnel.

The LRE program funded by NIJJDP is not intended to resemble traditional civics or government classes, standard court or police tours, law enforcement orientation lectures, or descriptions of career opportunities in law or justice. The objective of the NIJJDP program is orchestrated use of content, strategies, participation, and opportunities to interact with outside resource persons who are versed in pedagogic techniques as well as practices in their respective fields--all with the aim of increasing students' knowledge and skills and improving their compliance with norms that define proper behavior.

Relationship of Law-Related Education to Delinquency Prevention

One objective of NIJJDP's law-related education program is to prevent delinquent behavior. Several contemporary explanations of delinquency offer a theoretical basis for regarding accomplishment of this objective as plausible. Control theory, strain theory, and labeling theory identify at least six behavior-related dimensions that appear subject to favorable change as a result of LRE instruction. These dimensions--commitment, attachment, involvement, belief in the moral validity of social rules, equality of opportunity, and positive labeling--are described below.

According to control theory (Hirschi 1969), most people stay out of trouble most of the time because they are bonded to society's norms through their affiliations at home, school, workplace, and church. As long as at least one of these ties remains strong and rewarding, an individual has a compelling incentive to engage in socially approved behavior. For most young persons, the chief sources of support for proper conduct are home and school. Those who see little reason to value either of these affiliations are likely to turn to their peers for approval. Among peers who share a sense of alienation from home and school, some of the bonding that usually occurs is to norms that reward violations of rules. The path for achieving satisfaction and a sense of legitimacy in the adult-dominated spheres of family and school is consistent proper conduct, while that of the youth-dominated sphere of peer relationships often includes delinquent behavior.

Refining earlier work of Nye (1958) and others, Hirschi described four control processes through which conformity is maintained. The first is commitment, a valued stake in conventional activities that could be lost as a result of rule-breaking. This stake may include not only an immediate desirable position, but also a realistic promise of status in the near future. A second control process is attachment to other people. To violate a norm is to violate the wishes and expectations of others; a low level of attachment makes violations more likely. A third process is involvement, a person's present investment of time and energy in certain conventional activities (excluding sports and passive entertainment).

The fourth control process is belief in the moral validity of social rules. Affecting this behavior are the individual's views of the degree of fairness and equity in the justice system and--at least among youth--level of respect for the police. In a study of youth in northern California, Hirschi (1969) found lack of respect for the police to be associated both with lack of respect for the law and with delinquent behavior, even among youth who had never had contact with the police. The finding of a relationship between negative attitudes towards the police and delinquent behavior was not surprising; it had been found repeatedly in prior research. However, while some researchers have taken this finding to indicate that delinquents are more likely to have had unpleasant encounters with police, Hirschi's evidence indicates that lack of respect can occur independently of such contacts and be affected by the image projected by representatives of law enforcement and, presumably, of the broader juvenile justice system.

According to strain theory (Merton 1938; Cloward and Ohlin 1960), our society tends to hold out the same goals to everyone as desirable. However, legitimate avenues for achieving those goals are not open equally to all. The combination of similarity of goals and inequality of access to legitimate means makes it impossible for some people to obey the rules and still achieve their goals. Consequently, some turn to illegitimate, perhaps delinquent, means. Others may reject both the goals and the means and retreat socially by using alcohol and/or drugs. The principal preventive measure implied by this theory is creation of greater equality of opportunity.

According to labeling theory (Becker 1963), attaching negative or derogatory descriptions to persons affects their situations and behavior. Although advocates of this perspective commonly assume that the most damaging labels are those conferred by the justice system, evidence obtained in the past ten years challenges this assumption (Foster, Dinitz, and Reckless 1972; Fisher 1972; Gove 1980). Evidence obtained by Chastain (1977)* supports the conclusion that the most serious consequences occur when negative labels are introduced into a setting that has ongoing salience to the person labeled and in such a way that opportunities in that setting are restricted. Some persons, by virtue of race, class, or previous academic rating, may be particularly susceptible to such labeling in schools. When trouble is expected and productivity is not, the opportunities for bonding to conventional activities and actors are diminished and the probability of delinquent behavior is increased. The reverse is true when positive labels are attached to students and opportunities are not restricted.

Compared with other parts of the school curriculum, LRE appears uncommonly suited to affecting favorably all six of the behavior-related dimensions described above. In terms of commitment, students report valuing LRE more highly than most other classes. LRE offers occasions for building attachment, not only to representatives of the school, but to law enforcement and justice system personnel as well. Because the subject matter connects especially well to the world outside the school and makes students enthusiastic participants in a useful learning experience, LRE increases involvement in conventional activities. By conveying an understanding of the basis and necessity for rules and principles embodied in the justice system, LRE instruction creates a foundation for heightened belief in the moral validity of social rules. Recommended LRE teaching strategies are designed in part to offer all students opportunities to participate actively and excel; a consequence is greater equality of opportunity than is present in most classrooms. LRE provides a setting conducive to positive labeling of students; after their exposure to students in an LRE classroom, teachers, police, and justice personnel report viewing and reacting to these young persons more favorably. According to the theoretical perspective outlined here, favorable

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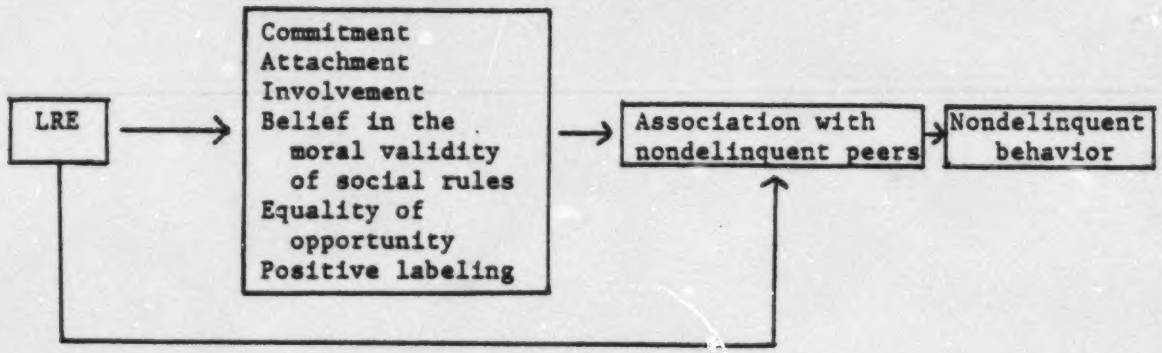
*Chastain found that negative self-perceptions were determined far more by isolation in school than by judicial processing; among delinquent youth, negative judicial labels had little effect on self-perceptions when responses in school continued to be favorable.

change in these six dimensions should increase the probability of association with nondelinquent (rather than delinquent) peers and in turn reduce the likelihood of delinquent behavior. In addition, some of the recommended strategies feature cooperative tasks that appear capable of affecting friendship choices directly.

Figure 1 displays the basis for expecting LRE to reduce delinquent behavior.

Figure 1: Links Between LRE and Behavior



Although less detailed, this diagram is compatible with the Social Development Model developed by Hawkins and Weis (1980) and the Integrated Strain- Control Paradigm developed by Elliott, Ageton, and Canter (1979).

In brief, LRE holds high potential for improving students' behavior. The evaluation findings reported here show that an appropriate combination of LRE content and strategies can realize this potential. The findings also reveal that the absence of critical features in an LRE program can result in no measurable effect or can produce a worsening of students' behavior. This unfortunate consequence occurred even in some classes that did quite well in increasing students' knowledge of the law. Clearly, realizing LRE's potential to affect behavior favorably requires considerable care and awareness.

2. EVALUATION PROCEDURES

Overview

The design used in this study was responsive to the need for both process and impact evaluation, as well as the need for both summative and formative evaluation. Research is usually classified as formative evaluation when programs are developmental and the evaluation is designed to generate information and knowledge to assist in the planning of future program directions and activities. The evaluator's role is to become part of the planning and development team, looking for potential problems, identifying areas where the program needs improvement, and describing and monitoring goal achievement.

To meet the need for formative information, tentative findings were periodically reported to the six projects to indicate strengths and weaknesses and areas for revision. At the conclusion of the first and second years of the evaluation study, more-definite recommendations were transmitted to each of the projects during conferences and in exhaustive written formative evaluation reports (385 and 775 pages, respectively; Social Science Education Consortium and Center for Action Research 1980 and 1981). The projects have used these recommendations in shaping their programs.

The evaluation design also included summative evaluation of both the processes used to achieve institutional change and the impact of LRE instruction on students, teachers, administrators, and schools. The data collection procedures used in conducting the evaluation are described below.

Data Collection Procedures

Of the more than 75 sites at which at least one of the national projects was conducting activities, 19 were chosen for more-intensive data collection than the others. The selection of the 19 was purposive; in combination, these sites were deemed most likely to yield useful information bearing on the evaluation research questions. Selection occurred only after the national projects' staff had provided structured information describing each site along 15 dimensions and data collectors had examined projects' site files to assemble further information.

Four of the 19 sites were chosen because they were the only locations at which LRE instruction was offered as an alternative to traditional probation; they constituted the only opportunities for addressing the research questions dealing with diversion. The remaining 15 sites were selected because they (1) had levels of activity high enough to warrant a substantial investment in data collection, (2) taken together represented a mix of sites estimated to have both high and low prospects for success, (3) were divided about evenly among the four national projects working to obtain implementation in specific localities (CRF, LFS, NSLI, and PAD), (4) embodied the different types of approaches used by particular projects, and (5) insofar as possible given the first four criteria, were geographically dispersed.

At each site, appropriate persons--educational administrators, teachers, local LRE coordinators, and such resource persons as lawyers, judges, and police officers--were interviewed. In addition, eight of the 15 sites were selected for administration of the classroom youth impact questionnaires as well as for direct classroom observation. These were the eight sites at which (1) at least one 12th-grade LRE course was offered during spring 1981 and (2) a local LRE coordinator was able to assist in negotiations with the schools for access to LRE and suitable control classes.

Between May 29 and June 2, 1981, approximately 2,500 survey questionnaires were mailed to eight groups of persons having some potential connection with law-related education. The groups sampled included members of the Council of Chief State School Officers (57 subjects), the Council of State Social Studies Specialists (46), the National Council for the Social Studies (521), the Associations of Elementary School (545) and Secondary School (555) Principals, and the National Council of Juvenile and Family Court Judges (508); state planning agency juvenile justice specialists (58); and university law school deans (175). The questionnaires inquired as to the recipients' awareness of LRE, their attitudes and commitment toward it, and their present and expected involvement in LRE programs.

There were a number of other types of instruments and areas of data collection, such as on-site pre/postconference questionnaires, questionnaires for local LRE coordinators, and mailed follow-up questionnaires for conferences. In addition, a wide variety of documents, correspondence, and other field data was collected. Finally, data concerning the allocation of expenditures were obtained from each of the projects to determine how adequately program priorities were reflected in spending patterns.

Classroom Impact Evaluation

Near the beginning of the spring 1981 semester (time-1), high school students at the eight sites selected for classroom impact assessment (see the preceding section) spent one class period completing a questionnaire designed to assess the impact of law-related education.* Students in the same classes completed the questionnaire again at the end of the semester (time-2). Students enrolled in 12 LRE senior classes and 10 control classes participated in the study. The questionnaires contained the following measures:

*The eight sites were located in the states of Arkansas, California, Indiana, Michigan, Missouri, North Carolina, and Oregon. The instrumentation used was approved by a Human Subjects Review Committee and by evaluation committees or departments in the districts involved in the testing. All subjects signed informed consent forms prior to their participation.

1. A test of knowledge about the law and principles underlying the legal system, varied to suit the particular curriculum in use at each school.

2. Scales to assess 11 factors identified by control, differential association, strain, and labeling theories as being related to student behavior. (These factors were designated as "predictor variables.")

3. A series of 21 items to assess the frequency with which a subject had committed each of 11 types of offense during the preceding semester. (These factors were designated "criterion variables.")

4. A series of 10 items to assess the level of a subject's perceived competence to deal with matters pertaining to law and justice.

5. Questions to obtain information regarding demographic characteristics.

After computing scale scores and frequencies for each respondent on the time-1 questionnaire, the evaluators assessed the degree of initial similarity between LRE students and control subjects at each site. The dimensions examined were sex, race, age, grades usually received in school (based on self-reports), ratings on the 11 predictor variables, and previous offense frequencies (during fall of 1980) in each of 10 categories. For sex and race, the frequency distribution for each LRE class was compared with that for the control group at the same school. For the remaining dimensions LRE and control class means were compared. In three of the LRE classes, males were underrepresented compared with the control classes; in one LRE class, males were overrepresented. The average age of LRE students in three classes was approximately one year higher than that of controls; this was due to a school requirement that all seniors take LRE, necessitating the use of juniors as control subjects. Otherwise, the paired classes were approximately alike on demographic characteristics.

On predictor variables and offense frequencies, a difference-of-means test (the same t-test used later for comparing residual gains) revealed scattered significant differences between LRE students and controls. Although few of the dissimilarities between LRE students and controls were extreme, they constituted a possible source of differential behavioral change across the two groups (apart from the effects of receiving LRE). Age, sex, and the predictor variables are known correlates of delinquent behavior. Cross tabulation and correlational analysis of the pretest data showed that many of the relationships found in previous studies also applied to the youth in the present sample: differences between LRE students and controls in time-1 offense frequencies accompanied the differences in demographic characteristics and predictor dimensions. The level of delinquent behavior at one time usually is predictive of the direction and degree of subsequent change in frequency of offenses at a later time. Not uncommonly, time-1 offense frequencies in this study accounted for one-third or more of the variance in raw change scores in seven offense categories (see Table 1).

Table 1

Relationship Between Time-1 Offense Frequencies and Changes in Frequencies

Offense Category	Time-1 Offense Frequency by Change in Frequency: r (correlation)	r^2 (variance accounted for)
Minor property offenses at school	-.59	.35
Violence against other students	-.64	.41
Violence against teachers	-.66	.44
Nonschool status offenses (e.g., lie about age, run away)	-.58	.34
Minor theft	-.76	.58
Violence against parents	-.75	.56
Index offenses (e.g., car theft, gang fight, break and enter)	-.71	.50

To control for the effect of time-1 offense frequencies on behavioral change during the period studied, residual gain analysis was used. This procedure provides an estimate of changes that LRE students would have displayed over time if they had not taken the course; it recognizes that the best prediction of time-2 scores if subjects had been "left alone" is not that they would remain unchanged from time-1. Rather than assuming that zero change would occur in the absence of treatment, more accurate predictions were obtained by the computerized equivalent of plotting on a graph the point at which each control subject's actual time-2 score for a particular scale or offense category intersected with his or her time-1 score, then drawing a least-squares line through the 158 dots on the resulting scattergram. The least-squares line is positioned so as to minimize the sum of all dots' squared vertical distance from it.

After completing this procedure for every predictor scale and offense category, the least-squares lines were treated as regression lines to compute estimated time-2 scores for each LRE student and control subject based on their individual time-1 scores. To illustrate, an estimate from the regression line for knowledge scores is that a subject who scored 68 percent at time-1 would have virtually the same score at time-2 with no LRE instruction, but that an uninstructed subject who scored 35 percent at time-1 would increase to 42 percent at time-2. Residual gains were computed by subtracting estimated time-2 scores and frequencies from the actual scores and frequencies for each subject, as shown in Table 2 and diagrammed in Figure 2. The figures presented in the findings section of this report represent the mean residual gains computed for all students in an LRE class or all subjects in a control group.

Table 2

Illustrative Residual Gain Computation for One LRE Student

	Law-Related Knowledge (% correct)	Negative Attitudes Toward Deviance (scale score)	Infractions of School Rules (frequency)
Time-1 (pretest)	45.0	20.0	11.0
Change between time-1 and time-2	+32.0	+ 4.0	- 3.0
Time-2 (posttest)	77.0	24.0	8.0
minus			
Estimated time-2 if no LRE	49.9	22.2	10.3
equals			
Residual Gain	+27.1	+ 1.8	- 2.3

Correlational analyses were also used to assess the relationship between frequency of offenses and levels of the other factors measured, both as they existed at the start of the semester and with respect to changes that occurred during the semester.

Focused Ethnography of LRE and Control Classrooms

To inform the analysis of information gathered through the student questionnaires, structured information on critical aspects of student and teacher behavior was needed. To address that need, a structured classroom observation schedule was developed. By providing for systematic recording of the events, activities, and interactions which occurred during a class, the schedule permitted the evaluators to document what was actually happening in the LRE and control classes. Because observers' attention was directed to a common core of activities, events, and interactions, comparable data were gathered across the classes observed. To supplement the information gained through the observations, the schedule provided for a structured pre/postclass interview with the teacher and included scales for numerous dimensions of the instructional experience.

The observation/interview format reflected three central purposes:

1. To advance understanding of how LRE classrooms contributed to students' substantive learning about the law and to their development of cognitive skills. The observations were designed to provide evidence about specific classroom practices that contributed to students' law-related knowledge and skill and to students' abilities to describe, analyze, apply, evaluate, and synthesize.

2. To advance understanding of the way that LRE classes might contribute to delinquency prevention. This involved gathering information about the way that social relations in LRE classrooms might foster behavior that is admired and rewarded and for commitment to a "rule of law." Primary guidance in designing this part of the observation came from control theory; observers looked for classroom interactions that

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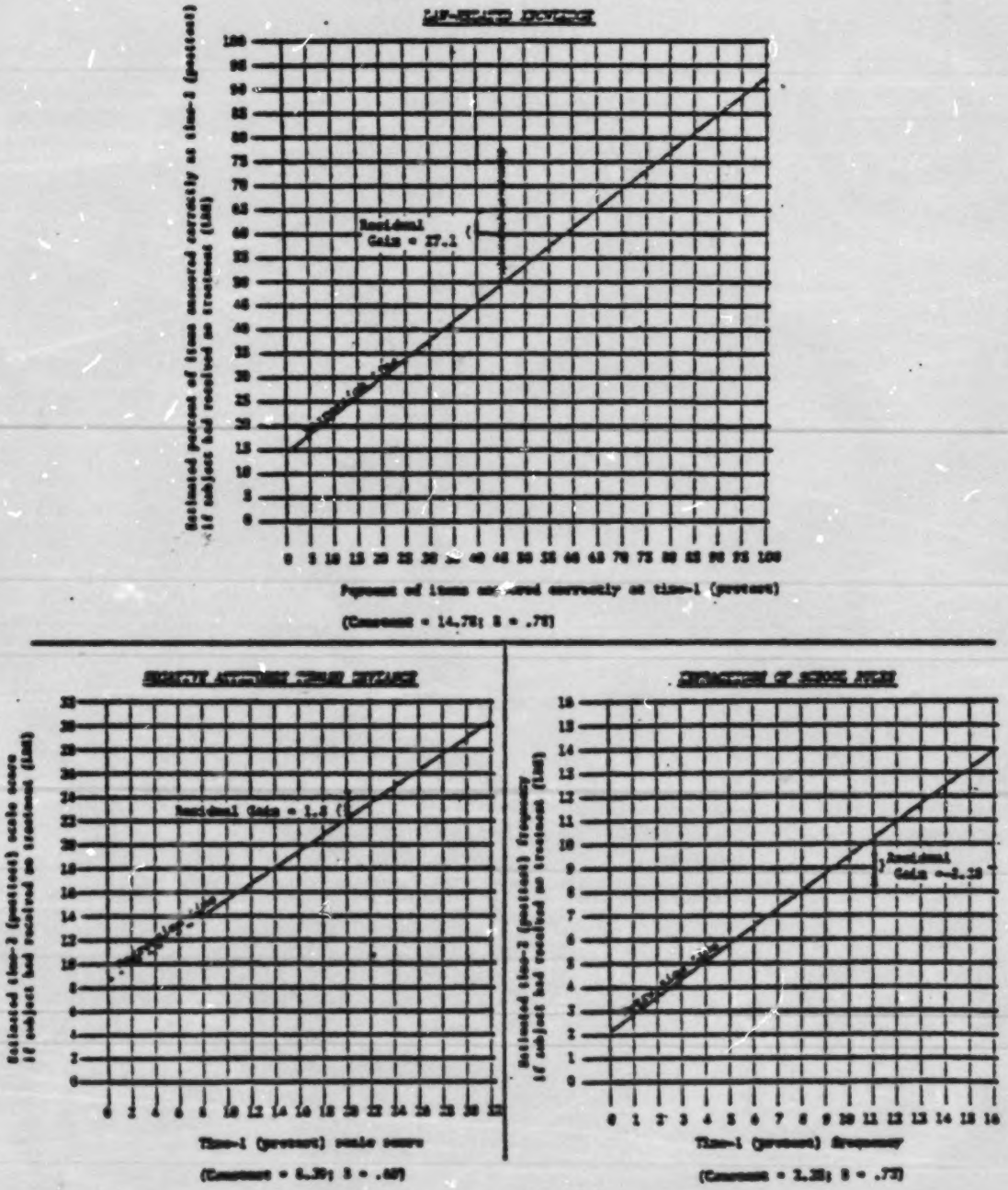
Figure 2. Computation of Residual Gain



might contribute to bonding or attachment by building opportunities for students to be influential, useful, and competent; to experience a sense of risk and challenge; to receive support, and the like.

3. To inform programs of training and support needs by offering a description of the actual implementation of LRE in classrooms and by discussing with teachers the training, planning, and practice required to implement the observed practices successfully. Current literature on educational change and the implementation of curriculum innovations provided guidance here.

Diversion Impact Evaluation

In 1979 the National Street Law Institute (NSLI) piloted a law-related education diversion project in Washington, D.C. Using adapted Street Law text materials, the project, which is still in operation, provides instruction in law-related education to "consent decree" youth referred by the court. Through a random assignment procedure, some young persons in this category come to LRE classes while the rest receive ordinary probation. The course incorporates activity-oriented teaching strategies and stresses positive group interaction and participation. Students receive some informal counseling along with their instruction.

By providing seed funding (enough to cover part-time pay for a teacher) and limited technical assistance, NSLI has helped install LRE diversion projects at three other locations. The evaluators assessed impact on young persons in one LRE diversion class at each of the four sites. At three sites, all youth receiving LRE were referred by the court; at the fourth, about two-thirds were police referrals and the remainder came into the program from a human services agency. The age of participants ranged from 13 to 18, with most being 16 or 17. Virtually all in the program were officially classified as first offenders. Classes were two hours in length and usually covered a 12-week period; all were taught by high school teachers having some background and training in LRE.

In two waves of structured interviews, students in all four classes and control subjects at three sites* responded to items similar to those used in the school classroom impact questionnaires. The control groups were composed of youth whose ages, presenting offenses, and offense histories fit locally established criteria for assignment to an LRE class, but who could not participate in the program due to lack of space or because the course was already underway at the time they were processed. At two sites, the controls received ordinary probation; at the third, they were assigned to work in the community (e.g., assisting senior citizens).

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*At one site, difficulties in obtaining approval from authorities delayed the start of the first class until early June. This was too late to permit the same interviewing procedure applied to the other sites. We obtained interviews from LRE students there (but not from control subjects) only because a local person associated with the project volunteered to conduct them.

The residual gain procedure used in the school classroom impact analysis could not be applied here for two reasons. First, the number of control subjects was too small to generate a reliable formula for predicting time-2 scores from time-1 scores. Second, 12 of the controls received an innovative treatment (community service) that may also have had an effect on delinquent behavior. As a consequence, raw change scores were used in comparing the experimental and control groups in the diversion impact analysis.

3. FINDINGS

Classroom Impact Findings

This discussion of classroom impact findings is divided into three subsections. The first two focus on the extent to which the results of this study support the theoretical basis for linking law-related education and reductions in delinquent behavior. Specifically, the two sections focus on the relationship of knowledge of the law and delinquent behavior and the relationship between the predictor variables and delinquent behavior. The third section presents the impact findings by class. This section is followed by examination of the ethnographic data and a discussion of relationships found between the manner in which LRE is implemented and improvement in the predictor dimensions.

Relationship Between Knowledge of the Law and Delinquent Behavior. Based on their pretest scores, students' levels of law-related knowledge at the start of the semester had no consistent association with their level of delinquent behavior during the previous semester. In contrast, knowledge gained in a structured law-related education class using any of the three curricula involved in this evaluation was significantly correlated ($p = .05$ or better) with a reduction in infractions of school rules, property offenses at school, violence against students, public disorder, and drinking. Though not statistically significant, the relationship between knowledge gains and five of the remaining six offense categories was in a favorable direction: if all else is equal, the greater the knowledge gain, the fewer delinquent acts committed. Since knowledge gain is not correlated significantly with any other factor used in this study as a predictor of delinquency, its effect on behavior appears to be direct. While knowledge gain in and of itself can have a favorable impact on behavior, unfavorable change in one or more of the other factors can offset the behavioral benefits of increased knowledge.

In every law-related education class studied, students demonstrated substantially greater gain in knowledge of the law and legal system than did those in the comparison group. At the same time, there was a net loss in several classes with respect to other factors associated with delinquency. In these classes, the result was either no improvement or a deterioration in behavior.

Relationship Between the Predictor Variables and Delinquent Behavior. Except for discrepancy between aspirations and achievement, pretest scores for each of the 11 predictor variables correlated significantly with the levels of all or most offense types reported for the preceding semester. The less favorable the score on each factor, the larger the number of offenses committed. Thus, the theoretical propositions were essentially validated for the young persons in this study, and the findings from previous research substantiated (Brennan and Huizinga 1975; Center for Action Research 1978; Hirschi 1969).

Of more importance to persons seeking to reduce delinquency through an intervention program is the relationship between changes in these variables or dimensions and changes in behavior. As students acquired

more-disapproving attitudes toward deviance, commission of all 11 types of offenses decreased significantly. As commitment to delinquent peers decreased, behavior in ten offense categories also decreased. Similarly, improvement in each of eight other dimensions was correlated significantly with a reduction in delinquency. Table 3 displays these relationships in detail, while Table 4 shows the associations among the predictor variables. In short, the greater the impact of a law-related education class on these factors, as well as on knowledge, the greater its prospects for reducing delinquent behavior.

Impact Findings by Class. Based on a count of the number of dimensions affected favorably and unfavorably, five of the ten LRE classrooms* (1, 2, 3, 6, and 10) showed a net improvement in knowledge and the predictor variables relative to their respective controls. Three classes (4, 7, and 9) displayed a net deterioration in the same dimension, and two (5 and 8) showed slight improvement or no net change. Table 5 presents a breakdown of results by factor and class. A "+" indicates that the LRE class had more favorable change than its control, while a "-" indicates more favorable change in the control class, and a "0" signifies no difference between the two. Some of the differences between LRE classes and controls are significant at the .05 level or better, and others have significance levels of only .10 or .20 and constitute trends. The columns headed "p:X/C" identify the significance level of each difference shown. The table also displays the results of an analysis by sex, wherein males in the LRE classes were compared with males in the control classes, and females compared with females; in two classes (6 and 8), the differential effects were substantial.

With respect to patterns of behavior change among the 11 types of offenses, the predominant result in four LRE classrooms (1, 2, 5, and 10) was a reduction in delinquency, compared with the control classes. The result in three classrooms (6, 7, and 9) was a pronounced increase in delinquent behavior among LRE students, while the remaining three classrooms (3, 4, and 8) showed a slight increase or no change. Table 6 displays the behavioral findings by offense type and class. Following the same conventions as the preceding table, it shows significance levels for differences between experimental and control classes and reports findings separately for males and females.

Tables 5 and 6 are for quick reference. The numerical residual gains for predictor variables and offense types appear in the Law-Related Education Phase II Formative Evaluation Report (Social Science Education Consortium and Center for Action Research 1981).

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*Two of the original 12 LRE classrooms were excluded from the main analysis because their respective control groups also received substantial LRE instruction, as indicated by student performance on the knowledge test, classroom observations, and teacher interviews.

Table 3

Correlation Between Predictor Scales and Behavior Categories Based on Change Scores (Residual Gain)*

GENERAL PREDICTOR SCALES / BEHAVIOR CATEGORIES	Infractions of school rules (cheating & skipping class)	Minor property offenses at school (damage, steal)	Violence against students (hit, strongarm)	Violence against teachers (hit, strongarm)	Nonschool status offenses (lie about age, runaway)	Public disorder (loud & unruly, obscene phone calls)	Minor theft (steal under $5 & $5-50, joyride)	Violence against parents (hit or threaten to hit)	Index offenses (car theft, gang fight, break & enter, strongarm teachers/students)	Minor fraud (avoid paying)	Drinking alcohol
Isolation from school	+	+			+						+
Isolation from teachers								+			
Delinquent peer influence		+	+		+			+			
Exposure to delinquent peers	+	+	+		+					+	
Commitment to delinquent peers		+	+	+	+	+	+		+	+	+
Negative labeling by parents	+	+	+	+	+	+	+		+	+	+
Negative labeling by teachers	+	+	+	+		+			+		+
Negative labeling by peers	+	+	+	+		+	+		+	+	
Negative attitudes toward deviance	-	-	-	-	-	-	-	-	-	-	-
Negative attitudes toward violence	-	-	-	-		-		-	-		
Asp/achievement discrepancy											
LRS knowledge gain	-	-	-			-					-

*Level of statistical significance equal to or better than .05.

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Table 4

Correlation Among General Predictor Scales Based on Change Scores (Residual Gain)*

GENERAL PREDICTOR SCALES	1 Hours spent with friends	2 Hours spent studying	3 LRE knowledge gained	4 Aspiration/achievement discrepancy	5 Isolation from school	6 Isolation from teachers	7 Delinquent peer influence	8 Negative labeling by parents	9 Negative labeling by teachers	10 Negative labeling by peers	11 Attitudes toward deviance	12 Exposure to delinquent peers	13 Commitment to delinquent peers	14 Attitudes toward violence
1 Hours spent with friends		•						•	•	•	-	•		
2 Hours spent studying														
3 LRE knowledge gained														
4 Aspiration/achievement discrepancy														
5 Isolation from school						•	•	•	•	•		•		
6 Isolation from teachers							•		•	•				
7 Delinquent peer influence								•	•	•	-			-
8 Negative labeling by parents									•	•	-	•	•	-
9 Negative labeling by teachers										•	-			-
10 Negative labeling by peers											-	•	•	-
11 Attitudes toward deviance												-		
12 Exposure to delinquent peers													•	-
13 Commitment to delinquent peers														
14 Negative attitudes toward violence														

*Level of statistical significance equal to or better than .05.

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Table 5

Predictor Scales by Site

PREDICTOR SCALES + = More improvement for LREs - = More improvement for controls 0 = No difference between LRE & controls	Class 1				Class 2				Class 3				Class 4				Class 5				Class 6				Class 7				Class 8				Class 9				Class 10			
	Male	Female	All	p: X/C	Male	Female	All	p: X/C	Male	Female	All	p: X/C	Male	Female	All	p: X/C	Male	Female	All	p: X/C	Male	Female	All	p: X/C	Male	Female	All	p: X/C	Male	Female	All	p: X/C	Male	Female	All	p: X/C	Male	Female	All	p: X/C
Knowledge gain (% correct)	+	+	+	.05	+	+	+	.10	+	+	+	.05	+	+	+	.10	+	+	+	.05	+	+	+	.05	+	+	+	.05	+	+	+	.05	0	+	+	.20	+	+	+	.05
Isolation from school	+	0	0		+	0	0		0	+	+	.20	-	0	-	.20	0	0	0		0	0	0		-	-	-	.05	0	0	0		-	0	-	.20	0	0	0	
Isolation from teachers	+	-	0		+	0	+	.20	0	+	0		0	0	0		0	+	0		-	0	0		0	-	-	.20	-	+	0		-	+	-	.20	0	0	0	
Delinquent peer influence	0	-	-	.20	-	-	-	.10	+	0	+	.10	+	-	0		+	-	0		0	+	+	.10	-	0	0		+	-	0		0	0	0		+	+	+	.20
Exposure to delinquent peers	+	+	+	.05	0	+	0		-	0	0		-	0	-	.20	-	0	0		-	0	-	.20	+	0	+	.20	+	-	-	.10	-	-	-	.05	-	-	-	.05
Commitment to delinquent peers	0	0	0		0	0	0		-	0	0		-	0	-	.20	-	0	0		-	0	0		missing data				0	-	-	.05	0	-	-	.05	0	0	0	
Negative labeling by parents	+	-	-	.20	+	0	+	.20	+	+	+	.05	+	0	0		+	-	0		+	+	+	.10	-	-	-	.20	+	-	+	.20	0	-	-	.20	+	+	+	.05
Negative labeling by teachers	+	-	0		0	-	0		+	+	+	.20	0	0	0		-	-	-	.20	+	0	+	.20	0	-	-	.05	0	0	0		-	0	-	.05	0	+	+	.20
Negative labeling by peers	+	+	+	.20	0	0	0		+	+	+	.10	0	0	0		+	+	+	.20	-	0	0		0	-	-	.20	+	-	0		0	-	-	.05	+	0	0	
Negative attitudes toward deviance	+	0	0		0	0	0		-	+	-	.20	0	+	0		0	0	0		-	0	0		-	-	-	.20	0	0	0		+	0	0		0	-	0	
Negative attitudes toward violence	+	-	+	.05	0	-	0		0	-	0		+	-	0		+	+	+	.10	-	+	+	.20	+	-	0		-	-	-	.05	0	+	0		-	-	-	.10
Discrepancy between aspirations and achievement	+	+	+	.20	+	0	+	.20	0	0	0		-	+	-	.20	-	+	-	.20	0	+	0		-	-	-	.10	+	+	+	.10	0	-	-	.10	+	+	+	.10
# of scales showing gains (+) minus # showing losses (-)	10	-1	3		4	-1	3		2	6	5		0	1	-3		2	2	1		-3	5	4		-2	-7	-5		4	-3	0		-3	-2	-7		3	2	3	

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Table 6

Behavior Categories by Site

BEHAVIOR CATEGORIES + = More improvement for LREs - = More improvement for controls 0 = No difference between LRE & controls	Class 1				Class 2				Class 3				Class 4				Class 5				Class 6			
	Male	Female	All	p: X/C	Male	Female	All	p: X/C	Male	Female	All	p: X/C	Male	Female	All	p: X/C	Male	Female	All	p: X/C	Male	Female	All	p: X/C
Infractions of school rules (cheating & skipping class)	+	+	+	.05	+	+	+	.05	0	-	0		-	-	-	.20	0	+	0		-	0	0	
Minor property offenses at school (damage, steal)	virtually none				virtually none				0	0	0		-	+	0		0	+	+	.20	-	0	-	.20
Violence against students (hit, strongarm)	+	-	0		+	+	+	.05	0	0	0		-	0	-	.10	0	0	0		-	+	0	
Violence against teachers (hit, strongarm)	virtually none				virtually none				virtually none				virtually none				virtually none				virtually none			
Non-school status offenses (lie about age, runaway)	+	0	0		0	+	0		+	0	+	.10	0	0	0		0	+	+	.20	-	-	-	.05
Drinking alcohol	0	+	+	.20	0	+	+	.20	0	+	0		+	0	+	.20	+	-	0		0	+	0	
Minor fraud (avoid paying)	+	+	+	.05	+	+	+	.05	-	0	-	.20	0	0	0		-	+	0		0	0	0	
Public disorder (loud & unruly, obscene phone calls)	-	0	0		0	0	0		-	+	0		-	0	0		+	-	0		-	+	-	.20
Minor theft (steal under $5, steal $5-50, joyride)	+	+	+	.05	+	+	+	.05	-	0	-	.10	+	+	+	.20	0	+	+	.20	-	-	-	.05
Violence against parents (hit or threaten to hit)	virtually none				virtually none				virtually none				-	0	-	.20	0	0	0		virtually none			
Index offenses (car theft, gang fight, break and enter, strongarm teachers/students)	virtually none				virtually none				virtually none				-	+	0		-	+	0		-	0	-	.20
# of categories showing gains minus # showing losses (-)	4	3	4		4	6	5		-2	1	-1		-4	2	-1		0	4	3		-7	1	-5	
By Sex: Predictive Scales	+	-			+	-			+	+			0	0			+	+			-	+		
By Sex: Behavior Categories	+	+			+	+			-	+			-	+			0	+			-	+		
By Site: Predictor Scales			+				+				+				-				+				+	
By Site: Behavior Categories			+				+				-				-				+				-	

BEHAVIOR CATEGORIES + = More improvement for LREs - = More improvement for controls 0 = No difference between LRE & controls	Class 7				Class 8				Class 9				Class 10			
	Male	Female	All	p: X/C	Male	Female	All	p: X/C	Male	Female	All	p: X/C	Male	Female	All	p: X/C
Infractions of school rules (cheating & skipping class)	-	-	-	.05	0	0	0		0	0	0		+	0	-	.10
Minor property offenses at school (damage, steal)	virtually none				-	-	-	.20	-	-	-	.05	0	0	0	
Violence against students (hit, strongarm)	-	-	-	.10	+	-	0		0	0	0		+	+	+	.10
Violence against teachers (hit, strongarm)	-	-	-	.10	+	0	+	.05	+	0	+	.20	virtually none			
Non-school status offenses (lie about age, runaway)	-	-	-	.10	0	-	0		-	0	-	.05	0	0	+	.20
Drinking alcohol	0	-	-	.05	0	0	0		0	0	0		0	0	0	
Minor fraud (avoid paying)	-	+	0		0	0	0		-	0	-	.10	0	0	0	
Public disorder (loud & unruly, obscene phone calls)	-	-	-	.20	+	-	0		-	0	-	.20	+	+	+	.05
Minor theft (steal under $5, steal $5-50, joyride)	-	+	0		-	0	-	.20	-	+	0		0	0	0	
Violence against parents (hit or threaten to hit)	-	0	-	.20	0	0	0		+	0	0		+	0	+	.20
Index offenses (car theft, gang fight, break and enter, strongarm teachers/students)	-	0	0		+	0	+	.20	+	-	0		+	0	+	.10
# of categories showing gains minus # showing losses (-)	-8	-4	-7		2	-4	0		-2	-1	-3		5	2	4	
By Sex: Predictive Scales	+	-			+	-			-	-			+	+		
By Sex: Behavior Categories	-	-			+	-			-	-			+	+		
By Site: Predictor Scales			-				0				-				+	
By Site: Behavior Categories			-				0				-				+	

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23

Our data indicate that in the LRE classes studied, students who usually receive lower grades were still at some disadvantage with respect to behavioral improvement, but the magnitude of this disadvantage was diminished considerably compared with that in control classes.

At the end of the semester, all students were asked, "How would you rate the course you are just finishing compared to other classes you have had in school?" Compared with those in control classes, nearly twice the proportion of students in LRE classes rated the course as better than others (54 percent versus 28 percent). Similarly, a higher proportion of LRE students than control subjects reported that part of their class had been "really helpful" to them. In addition, all students (both LRE and control) were asked at the end of the semester, "What grade would you give the teacher in this class?" The three classrooms whose teachers received the highest grades were among the four that demonstrated behavioral improvement.

Focused Ethnography of LRE and Control Classrooms

Evaluation staff visited every classroom impact site (including the two excluded from the main analysis) to observe the conduct of classes directly. Two classes were cancelled due to a snowstorm and a third could not be rated because the entire class period was taken up by a lecturer. However, observers in the remaining seven LRE classes were able to estimate the prospects in each class for reducing delinquent behavior. This analysis was performed independently and without knowledge of the questionnaire results. The estimates were along three dimensions: prospects for building positive attitudes toward the law, prospects for increasing attachments to the school, and prospects for favorably altering peer relationships. Observer ratings are summarized in Table 7.

Table 7

Observer's Ratings on Three Dimensions

	Ratings		
Class	Positive Attitudes	Attachments	Peer Relations
1	High	High	Moderate/high
2	High	High	Moderate/high
6	Moderate	Low/moderate	Moderate
7	Low	Moderate/high	Moderate
8	Moderate	Low/moderate	Low
11	Moderate	Moderate	Moderate
12	Moderate	Moderate/high	Moderate/high

A composite numerical score was computed for each class by summing scores on the three dimensions, using the following conversion:

Low = 1
Low/moderate = 2
Moderate = 3
Moderate/high = 4
High = 5

This procedure allowed ranking the seven classes from highest to lowest in terms of their overall prospects for reducing delinquent behavior. Table 8 compares this ranking with the ranking according to the impact questionnaires administered to students. Even though the two analyses proceeded totally independently of each other, the rankings correspond for six of the seven classes, with the four highest being identically ranked.

Table 8

Comparison of Actual and Predicted Behavior Changes

Reduction in Delinquency	Observer Estimate of Favorable Change
Class 2	Class 2 (tie)
Class 1	Class 1 (tie)
Class 12	Class 12
Class 11	Class 11
Class 8	Class 6
Class 6	Class 7
Class 7	Class 8

Combined Analysis of Classroom Data

After the independent analyses of the questionnaire and ethnographic data were completed and compared, a combined analysis of the questionnaire, ethnographic, and interview data was performed. This analysis revealed six features of LRE programs in the sites studied that seriously affected whether the law-related education class had a favorable impact on factors associated with delinquent behavior and, by extension, on delinquency. The analysis indicates that the presence of any of these features enhances the prospects for desirable outcomes; the absence of any of them diminishes those prospects and may increase the prospects for undesirable impact. The six features identified, which are described more fully in Section 4, are:

1. Assurance that adequate preparation of community professionals and law students has been achieved before using them as resource persons in an LRE classroom.

2. Use of teaching strategies which foster true interaction and joint work among students.

3. Judicious selection and presentation of illustrative case materials.

4. Provision of a sufficient quantity of instruction for an appropriate duration (probably a full semester if measurement of change is of interest).

5. Creation of a structure to provide professional peer support for the LRE teacher.

6. Involvement of school administrators in an instructional leadership role.

Diversion Impact Findings

The dominant trends at the two largest diversion program sites and the three-site aggregate (one site was excluded from the total for want of a control group) favor the experimental subjects over the controls; young persons in the LRE diversion classes tended to reduce their commission of offenses more than did those in the comparison groups. An important qualification of this finding is that it is based on raw change scores, for reasons explained in section 2. As a consequence, this analysis does not take account of changes that would have occurred had there been no treatment; it merely shows the differences in behavior between time-1 and time-2 for both experimental and control groups.

In examining these results, the evaluators also considered the literature pertaining to other diversion programs. Two conclusions from that body of work stand out as relevant to the present evaluation. First, the dominant rationale for diversion programs in the past has come from labeling theory (Boggs 1978; Klein 1976; Lundman 1976; Office of Juvenile Justice and Delinquency Prevention 1976). From the labeling perspective, stigma associated with court processing and the label "delinquent" generate social reactions that in turn increase the likelihood that first offenders will engage in further delinquent or criminal behavior. However, research conducted between 1972 and 1980 has failed to support this rationale (Foster, Dinitz, and Reckless 1972; Fisher 1972; Gove 1980). Second, most evaluations of diversion programs have found no reductions in delinquency among diverted youth, whether measured through self-reports or through official offense records (Gibbons and Blake 1976; Klein 1979; Elliott, Blanchard, and Dunford 1976; Bohnstedt 1978; Elliott 1978; Dunford, Osgood, and Weichselbaum 1980).

With respect to the first conclusion, law-related education appeared at the outset to have an edge over the content of most other diversion programs. The potential benefits of LRE are not contingent on the validity of traditional labeling propositions. Control theory provides a defensible basis, supported by empirical research, for expecting law-related education to reduce delinquent behavior independently of any favorable impact conferred simply by avoidance of further judicial processing. With respect to the second conclusion, findings of even modest behavioral improvement are encouraging when viewed in the context of findings from earlier diversion program evaluations.

Findings Related to Other Effects of LRE

In addition to gathering information regarding the impact of LRE on young persons' knowledge, attitudes, and behavior through the impact assessment, the evaluators also used interview and survey data to examine other possible effects of LRE. These included possible effects on student skills, classroom attendance, discipline and relations with students, school-community interaction, and treatment of youthful offenders by juvenile justice system personnel. Teachers' use of LRE materials and strategies was also examined.

Effects on Student Skills. Interview data suggest that LRE can exert a favorable influence upon students' development of a variety of educational skills. More than 50 percent of all administrators and teachers interviewed agreed that LRE instruction had a moderate to substantial favorable impact upon most of the skills about which they were asked. LRE was seen as being particularly effective in promoting development in the following areas: critical thinking, understanding a multiplicity of views, identifying alternative courses of action, listening, identifying the consequences of alternative courses of action, identifying rights and responsibilities, identifying values used in making decisions, and relating to law enforcement officers and others in the justice system. LRE was rated less effective in facilitating the development of such skills as writing, reading, making decisions based upon an analysis of data, using a variety of techniques to resolve differences, identifying ways that individuals and groups can produce consequences, and working cooperatively with others of different race, sex, culture, age, and ideology.

These findings are generally encouraging. LRE's lack of influence on writing and reading skills is not surprising, since the data base was secondary students and improving skills in these areas becomes increasingly difficult as students mature. The finding that LRE does in fact have a substantial impact in facilitating the development of a wide range of skills reflects both the quality of the curricular materials and the degree to which they promote active student learning.

Effects on Classroom Attendance. When teachers compared attendance of LRE students to their attendance the previous semester, 61 percent felt that there was no change, 19 percent felt that attendance had improved, and 19 percent felt that it was worse.

Among administrators, 87 percent felt that attendance of LRE students had improved as a result of enrolling in an LRE course, 7 percent indicated that there was no improvement, and 7 percent were not sure if there was any impact.

Teachers suggest that such other factors as the scheduled time of a class may have a greater effect on attendance than the class itself. Thus, the relationship between student attendance and LRE cannot be determined without access to additional data.

Teachers' Use of LRE Instructional Materials and Strategies. Of educational administrators interviewed, 73 percent reported that LRE materials and activities fit into the routine of their school or district very well; 18 percent said they fit fairly well. This "fit" between LRE materials and the curriculum is likely to encourage fidelity of implementation, thus enhancing effectiveness. Teachers using materials from all three curriculum projects reported that the materials can be successfully adapted to meet local needs. A substantial majority of responding teachers reported altering project materials in some way. This flexibility was generally viewed as being beneficial. The projects should be aware, however, that this flexibility may lead teachers to make alterations that will undermine the materials' effectiveness.

Forty-three percent of responding teachers reported that they are able to use LRE instructional strategies in other classes to a moderate extent, while 20 percent reported that they can do so to a great extent. Of responding administrators, 45 percent said that teachers are using LRE content and strategies in other courses, 10 percent said that teachers are transferring content only, and 5 percent said that they are transferring strategies only. In addition, 55 percent of the responding educational administrators reported that the overall quality of instruction in some non-LRE courses has improved as a result of teachers receiving LRE training or conducting LRE classes.

Effects on Discipline and Relations with Students. Available evidence suggests that LRE programs have influenced discipline practices in some schools. When administrators were asked whether the presence of an LRE program had influenced school discipline policies and practices, 38 percent indicated that some impact had occurred while 62 percent indicated there was no impact.

Among responding teachers, 45 percent indicated that LRE had influenced their views of young persons, and 23 percent reported that they deal differently with students as a result of their participation in LRE. Teachers reported having more interaction with students, talking more about students' experiences, listening to students more carefully, being more tolerant of students, being more likely to examine the reasons behind students' actions, and being more aware of students' rights.

These data support the findings reported during Year 1. LRE programs have a limited influence upon the wider school, but exert their most significant influence upon teachers working with the program.

Effects on School-Community Relations. Results of the Year 2 mail-out survey show that others in the community continue to express a willingness to work with local schools: 81 percent of the juvenile judges, 65 percent of juvenile justice specialists, and 51 percent of law school deans have expressed such willingness. These results compare favorably to Year 1 data.

Law enforcement officers interviewed about their participation in LRE programs noted a change in the attitudes of LRE students. Officers interviewed at the most effective impact site all reported that the positive change in student attitudes toward them was the greatest benefit and reward derived from their participation in the program.

Findings from all impact sites indicate that the most effective LRE classrooms in terms of behavior change relied heavily on justice personnel--in providing instruction, assisting with mock trial preparation, and speaking in class. Interviews with teachers confirmed the finding that those LRE classes that make use of justice system resource persons, both in and out of the classroom, are more effective than those that do not.

Treatment of Youthful Offenders. Interviews with juvenile justice personnel indicate that involvement in LRE programs has the greatest effect on the views and handling of troubled youth by those juvenile

justice system representatives whose interaction with youth in an LRE program is sustained and fairly intensive over the course of a semester or a school year.

Exposure to LRE programs appears to have a marked effect on justice system representatives' treatment of youthful offenders. Nearly three-quarters of the justice personnel interviewed noted that their involvement in LRE programs in local schools changed the way they handled troubled youth in the course of their professional work. One-third of the justice personnel interviewed noted that their involvement with LRE affected their handling of troubled youth outside their professional capacities.

Two-thirds of the law students interviewed answered "yes" when asked if their involvement with LRE had changed their views of young persons. When asked if their experience with LRE had changed the way they reacted to or dealt with young persons, half of the law students interviewed responded affirmatively, explaining that they now feel more comfortable with and empathic toward this age group.

These data imply that the use of law students in the classroom in a supplemental teaching capacity increases the likelihood that a corresponding commitment to fair treatment of young persons will be realized.

Judges and juvenile justice specialists appear to be very receptive to the use of LRE as a diversion alternative, although many are not aware that such an alternative is available. Of those surveyed, 17 percent of judges and 28 percent of juvenile justice specialists were aware that LRE diversion programs were available, but more than twice as many were receptive to the idea.

Findings Related to Awareness and Adoption

Site Selection. Year 1 activities demonstrated the need for improved procedures to obtain accurate, firsthand information about new sites. In response to this finding, projects conducted more-structured advance needs assessments during Year 2. Information from the needs assessment was used in negotiating objectives tailored to local needs and existing capabilities in delivering LRE. The negotiations produced agreements on reciprocal responsibilities that took account of a project's interests and resources and a site's needs and potential.

Awareness and Publicity. General awareness of law-related education across all categories of survey respondents in Year 2 is not significantly different from that found in Year 1. As in Year 1, state social studies specialists have the highest general awareness of LRE, as well as the highest specific awareness of the six projects. Elementary school principals remain the least aware of LRE in general. However, the only project which has completed curriculum materials for use at this level is also the only project showing an increase in awareness among elementary school principals.

The project which continues to rank highest of the six projects in principals' awareness has taken further steps to reach principals. For example, two articles on principals involved in LRE will be featured in the journal of the National Association of Elementary School Principals.

Again this year, the form of publicity most frequently cited as contributing to LRE was professional publications. This finding applies to all categories of respondents combined and to all individual categories except law school deans, who ranked personal conversations highest, and chief school officers, who ranked personal conversations equally as high. As in Year 1, personal conversations are the second most frequently mentioned means of learning about LRE for all categories combined. By respondent category, Table 9 displays levels of awareness of LRE in general and of each of the six individual projects in 1980 and 1981, and Table 10 shows the percentage of respondents crediting various publicity modes with contributing to their awareness.

Interviewed teachers, administrators, justice personnel, and law students also provided information pertaining to awareness of LRE. Fifty-seven percent of interviewed teachers ranked a university class as a moderate/major contributor, making this category the highest ranked; most of these classes were the result of project intervention. Professional publications ranked second at 47 percent. School district meetings ranked third at 43 percent, followed by newspapers (including some school newspapers) at 40 percent. Two categories ranked equally high as moderately and/or greatly contributing to administrators' awareness are site visits by national project personnel and free text material for examination. Newspapers constitute the next most important category at 23 percent. Justice personnel, when asked "How did you first learn about LRE?," named conversations with school personnel most frequently (31 percent), followed by conversations with colleagues (13 percent), and conversations with others in the community.

In brief, professional publications and personal conversations remain the two most important modes of publicity across all respondent categories, from all data sources. Indeed, the two categories reflect substantial 1980 to 1981 gains (9 percent), indicating successful implementation of 1980 recommendations to continue to place information in professional education and justice publications and to provide encouragement to those who know of LRE to relay that knowledge to their colleagues.

Receptivity to LRE and Willingness to Support It. Corollaries of awareness are receptivity to LRE and willingness to support it. Respondents were asked whether some form of LRE should be required in elementary and junior and senior high schools. In both 1980 and 1981, a majority in every category replied affirmatively with respect to senior high schools. The proportion of "yes" responses was smaller for junior high schools and smaller yet for the elementary level. Table 11 displays these findings.

Table 9

Percentage of Survey Respondents Indicating Awareness of LRE and NIJJDP Projects in 1980 and 1981

Category of Respondent and Number (n) Responding (n Phase I/Phase II)	General Awareness of LRE			AWARENESS OF SPECIFIC PROJECTS																	
				ABA			CSR			CRF			LPS			NSLI			PAD		
	I	II	change	I	II	change	I	II	change	I	II	change	I	II	change	I	II	change	I	II	change
Elementary Principals (n 156/216)	36%	36%	0%	22%	18%	-4%	17%	11%	-6%	6%	5%	-1%	5%	10%	+5%	3%	2%	-1%	3%	3%	0%
Secondary Principals (n 218/263)	57	64	+7	26	25	-1	12	13	+1	8	13	+5	10	11	+1	8	8	0	4	5	+1
Chief State School Officers (n 38/33)	82	82	0	66	61	-5	21	12	-9	50	36	-14	60	61	+1	50	48	-2	24	21	-3
State Social Studies Specialists (n 38/34)	100	97	-3	97	91	-6	29	24	-5	79	82	+3	97	94	-3	97	94	-3	34	26	-8
Above four categories combined (n 450/546)	56	56	0	34	28	-6	16	13	-3	17	15	-2	20	19	-1	17	14	-3	8	7	-1
Members of the National Council for the Social Studies (n 391/230)	78	79	+1	49	43	-6	9	11	+2	33	31	-2	38	36	-2	33	34	+1	3	5	+2
Juvenile & Family Court Judges (n 215/214)	39	43	+4	25	19	-6	7	7	0	4	4	0	14	13	-1	5	9	+4	7	6	-1
State Juvenile Specialists (n 44/40)	84	85	+1	50	40	-10	21	30	+9	43	33	-10	48	53	+5	55	43	-12	18	13	-5
Law School Deans (n 88/84)	78	88	+2	59	51	-8	9	10	+1	22	20	-2	23	21	-2	56	62	+6	26	25	-1
All categories combined (n 1188/1123)	63	61	-2	38	32	-7	12	12	0	21	17	-4	26	23	-3	24	22	-2	8	8	0

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Table 10

Percentage of Survey Respondents Indicating Contribution of Various Publicity Modes to Awareness of LRE in 1980 and 1981

Category of Respondent and Number (n) Responding	Professional Publication			Personal Conversation			Newspaper			Professional Meeting			Flyer/Unsolicited Mail			University Presentation			ABA Conference			Other		
(n Phase I/Phase II)	I	II	Change	I	II	Change	I	II	Change	I	II	Change	I	II	Change	I	II	Change	I	II	Change	I	II	Change
Elementary School Principals (n 156/216)	44%	57%	+13%	41%	47%	+6%	37%	49%	+12%	29%	31%	+2%	27%	22%	-5%	13%	11%	-2%	5%	4%	-1%	4%	3%	-1%
Secondary School Principals (n 218/263)	44	68	+24	38	59	+21	40	58	+18	30	38	+8	28	25	-3	12	19	+7	6	7	+1	5	7	+2
Chief State School Officers (n 38/33)	71	73	+2	66	73	+7	42	45	+3	55	58	+3	45	55	+10	13	15	+2	32	15	-17	29	24	-5
State Social Studies Specialists (n 38/34)	84	94	+10	82	88	+6	58	53	-5	89	91	+2	66	91	+25	39	35	-4	68	74	+6	24	18	-6
Above four categories combined (n 450/546)	49	66	+17	45	57	+12	41	53	+12	37	39	+2	32	30	-2	15	16	+1	13	10	-3	8	7	-1
Members of the National Council for the Social Studies (n 301/238)	76	79	+3	57	59	+2	47	48	+1	55	56	+1	49	40	-9	17	18	+1	13	5	-8	10	10	0
Juvenile & Family Court Judges (n 215/214)	33	49	+16	30	47	+17	22	29	+7	19	32	+13	22	20	-2	6	7	+1	6	7	+1	3	8	+5
State Juvenile Specialists (n 44/40)	75	93	+18	73	93	+20	27	30	+3	55	55	0	58	53	-2	9	15	+6	11	20	+9	20	23	+3
Law School Deans (n 80/84)	55	63	+8	65	69	+4	30	20	-10	27	30	+3	24	27	+3	15	13	-2	19	19	0	11	13	+2
All categories combined (n 1188/1123)	57	66	+9	49	58	+9	38	45	+6	40	41	+1	36	31	-5	14	15	+1	12	10	-2	9	9	0

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Table 11

Percentage of 1981 Survey Respondents
Favoring Some Form of LRE as a Requirement*

		Sr. High %	Jr. High %	Elementary %
1.	Juvenile and Family Court Judges	87(71)	64(55)	37(32)
2.	Juvenile Justice Specialists	95(82)	80(75)	60(50)
3.	Elementary Principals	79(82)	59(60)	36(31)
4.	Secondary Principals	70(70)	42(35)	15(16)
5.	Law School Deans	71(74)	39(53)	23(30)
6.	NCSS Members	83(82)	61(64)	38(39)
7.	Chief State School Officers	51(71)	42(55)	21(37)
8.	State Social Studies	65(68)	68(63)	53(40)

*1980 mail-out survey results are indicated in parentheses.

Survey respondents also replied concerning particular aspects of the LRE effort that they would be willing to support actively. NCSS members, chief state school officers, and state social studies specialists were asked about active support for infusing LRE into elementary and secondary schools and working with others to obtain state support for LRE. School principals were asked about infusing LRE in their own schools, arranging for LRE resource persons in the classroom, paying for released time for teacher training, allocating money for LRE materials, and making LRE a requirement. Judges and state juvenile specialists were asked about their willingness to work with local schools, require LRE for high school graduation, and support LRE as a juvenile diversion alternative. Law school deans responded concerning their willingness to work with local schools, involve law students on a voluntary basis, and involve law students as a law school requirement. Tables 12, 13, and 14 display the percentages of each respondent category expressing willingness to support these various facets of LRE. Whenever ten or more responses came from one category of respondent within a single state, the tables also show percentages by state. Results from 1980 are included for comparison when available.

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Table 12

Willingness to Support LRE Among NCSS Members - 1981 Survey*

Number of Respondents in 1981	Percent Agreeable To: Infusing LRE into Elementary Schools %	Infusing LRE into Secondary Schools %	Working with Others to Obtain State Support for LRE %
Total-239	28(36)	72(77)	42(48)
By state:			
California-19	36(37)	84(81)	58(38)
Illinois-15	13(27)	73(81)	20(23)
Indiana-13	23(31)	92(81)	38(13)
Ohio-18	28(29)	83(86)	61(30)
New York-27	30(34)	44(76)	30(52)
Remainder-147	28(38)	76(73)	35(44)

*1980 mail-out survey results are indicated in parentheses.

Table 13

Willingness of School Principals to Support LRE--1981 Survey*

Respondent Category-Number of Respondents in 1981	Percent Agreeable To: Infusing LRE in Some Classes	LRE Resource Persons in Classroom	Paying Released Time for LRE Teacher Training	Allocating Money for LRE Materials	Requiring Some LRE for All Students
ELEMENTARY					
Total-216	57% (64%)	37% (52%)	51% (53%)	26% (28%)	28% (28%)
By state:					
California-18	50 (63)	50 (63)	39 (44)	6 (25)	6 (25)
Illinois-13	54 (73)	54 (73)	39 (44)	23 (36)	23 (5)
Michigan-12	58	58	67	25	33
New York-10	70 (58)	60 (50)	40 (67)	30 (17)	40 (25)
Pennsylvania-11	64	36	36	36	10
Texas-17	53	71	65	24	41
Remainder-135	57 (63)	59 (49)	32 (34)	29 (29)	30 (30)
SECONDARY					
Total-263	69% (56%)	56% (45%)	52% (45%)	34% (32%)	31% (24%)
By state:					
California-19	68 (30)	63 (28)	58 (39)	42 (28)	26 (6)
Illinois-18	33 (58)	56 (42)	44 (58)	28 (25)	50 (25)
Michigan-10	80 (39)	60 (31)	60 (31)	10 (31)	40 (23)
New York-18	78 (60)	61 (50)	67 (70)	33 (30)	28 (20)
Ohio-17	53 (47)	53 (33)	24 (33)	6 (0)	12 (20)
Pennsylvania-12	67	83	67	42	67
Texas-16	44 (50)	25 (20)	50 (40)	25 (40)	31 (20)
Remainder-153	42 (64)	41 (51)	37 (50)	17 (36)	25 (27)

*1980 mail-out survey results are indicated in parentheses.

Table 14
Willingness to Support LRE Among Other
Categories of Survey Respondents—1981 Survey*

Respondent Category - Number of Respondents in 1981	Percent Agreeable To:		
	Infusing LRE into Elementary Schools	Infusing LRE into Secondary Schools	Working with Others to Obtain State Support
Chief state school officers - 33	42 (58)	63 (68)	42 (63)
State social studies specialists - 34	71 (76)	88 (84)	65 (71)
	Working with Local Schools	Requiring LRE for High School Graduation	Supporting LRE as a Juvenile Diversion Alternative
Juvenile and family court judges - 214	81 (79)	48 (48)	51 (46)
State juvenile specialists - 40	65 (73)	65 (59)	65 (50)
	Working with Local Schools	Involving Law Students on a Voluntary Basis	Involving Law Students for Law School Credit
Law school deans - 84	57 (59)	76 (82)	23

*1980 mail-out survey results are indicated in parentheses.

Findings Related to Institutionalization of LRE

Financial Support. Interviewed administrators indicated that most of their financial assistance was coming directly from the national project or from funds found in various discretionary sources within the school, rather than from the district. Some districts have, however, been willing to assume part of the financial burden associated with adoption and implementation of LRE programs. Such districts have been the primary targets of the projects during Year 2. This strategy of shared investment seems to encourage implementation and eventual institutionalization. The requirement that local sites contribute to the support of the program guarantees that the sites are responding to a perceived need and are not simply pursuing available dollars. Providing seed money and demanding that sites meet some performance and investment criteria appear effective in securing the adoption of LRE at sites where probability of survival is high.

Although a high initial level of local investment does not guarantee that LRE will be institutionalized at a site, neither does withdrawal of a large investment by an outside source necessitate the collapse of a local program. Year 1 sites which were not refunded for Year 2 have continued to offer LRE programs. Apparently, their success with LRE encourages them to continue using it to some extent without support or encouragement from the national projects.

Local funding from sources other than the projects is present at several sites. Thirty-one percent of the administrators interviewed responded positively when asked if they had received funds from local sources outside the school system; most felt this funding was moderately to greatly important for the survival of their LRE programs. Evidence indicates that some sites without outside support soon will be unable to retain a salaried local coordinator. Year 2 interviews showed that both teachers and administrators have a high awareness and appreciation of local coordinators' activities. Although most had no idea how the person was selected for the position and could draw few connections between their coordinator and the national projects, the person's effectiveness was not questioned. Indeed, 90 percent of the teachers interviewed felt that their coordinator was moderately to greatly effective in assisting them. Forty-one percent of the administrators reported visits by the coordinator as often as once or twice a month.

Wider Involvement of Community, Justice, and Education Representatives. Year 2 data confirmed the previous finding that wide community involvement encourages survival and growth of LRE. The sites which gave the best indication of a course having the potential for permanent inclusion in the curriculum were those that had a broad range of involvement from justice personnel and others outside of education, as well as educators in administrative positions.

Findings Related to Cost Allocations

The percentage of each project's non-administrative budget allocated to various program activities was calculated and compared with project objectives. The analysis showed the greatest similarity among the three

curriculum projects, with variations appropriate to the differences in individual project objectives and activities. The allocations of the other three projects, while diverse, were also in line with project objectives and good practice. For each project, a graph showing the percent of the budget allocated to each program activity is included with the program description in Appendix A.

4. GENERAL RECOMMENDATIONS

Implementation

The findings of the LRE classroom impact evaluation are clear in supporting the underlying theory of law-related education--supportive in showing that when LRE is implemented in accordance with prescriptions for the development of sound LRE programming, the classroom learning experience favorably affects factors which are directly related to socially approved behavior, namely those described in the introduction to this report: commitment, attachment, involvement, belief in the moral validity of social rules, equality of opportunity, and positive labeling. This in turn effects a reduction in the delinquent behavior of students exposed to the class. Delinquency was not reduced in every LRE class studied. Had that been the case, it would have been extremely difficult to isolate the critical features which appear to make a difference in the capacity of law-related education to have the effects sought in the impact research design.

The six features which appear to differentiate successful LRE classrooms from less successful or unsuccessful classrooms (by the criterion of delinquency reduction) translate into familiar prescriptions for successful implementation of LRE. The more of the features that are present, the more likely an LRE class is to have desired behavioral outcomes.

The first feature is adequate preparation and use of outside resource persons. Interaction between LRE students and persons working in law enforcement and justice in the community can create vivid links between the issues studied in class and the outside world. It also gives students a chance to appreciate the dilemmas that community practitioners--particularly law enforcement officers--face in their work and get to know them as people, rather than as symbols of trouble. In some classes, the change in image has been reciprocal; both students and outside resource persons have reported dramatic improvement in their views of each other.

Simply bringing police, attorneys, judges, and others into the classroom does not guarantee that any of these benefits will materialize, however. Presentation of career opportunities in law or law enforcement, lectures by "Officer Friendly," or standard court tours may hold student interest, but are not likely to be consequential in improving behavior. Those who come into contact with students should be prepared to interact with students, relate what they have to say to the content of the rest of the course, and employ teaching strategies suited to the grade level involved and the objective of delinquency prevention. Except for an occasional police academy instructor, the outside resource persons are not experienced educators. They require training and advance planning with the teacher to prepare for meeting with students.

Law students participate in some LRE programs. Where their role includes active classroom instruction (rather than backup work researching cases and clarifying points of law), they need the same preparation that other resource persons do. Findings to date indicate that training

provided in law school LRE seminars often does not suffice, particularly in making law students proficient in teaching strategies. Like others who come into the classroom, these persons must understand how to perform a task that goes considerably beyond the delivery of information.

A second feature is use of teaching strategies that foster true interaction and joint work among students. The strategies recommended for delivering LRE content emphasize high levels of participation by students. When accompanied by suitable groundwork, they succeed in building student interest and facilitating learning. Some of the strategies bear directly on behavioral improvement by engaging students ordinarily at a disadvantage with respect to traditional academic skills. Some also appear capable of producing shifts in friendship choices away from peers who support socially disapproved behavior. Working in small groups to achieve mutually desired goals, for example, supports changes in friendship choices.

A third feature is judicious selection and presentation of illustrative case materials. Local and other case examples are valuable in establishing the relevance of abstract material, but the choice of examples should be based on more than their illustrative value. On the one hand, the cases presented should not consistently depict the legal system as flawless and thus jeopardize the instructor's credibility; on the other, the illustrations should not be unrelentingly negative (e.g., authorities' disregard for citizens' rights) and thus undermine belief in the system. In short, the case materials used in an LRE class should be balanced. Moreover, use of any study as an exercise in analysis should be preceded by a firm grounding in the principles involved and the facts of the case. Besides impeding knowledge gain, forcing discussion or role playing before students are ready can make the ensuing interaction less than rewarding and rob it of its potential for affecting peer relationships or generating empathy with authorities.

A fourth feature is provision of a sufficient quantity of instruction. Although a short segment of LRE may do students some good, measurable (or even noticeable) behavioral impact is not a likely result. The recommendation is that an LRE class cover all or most of a semester and that the curriculum presented be coherent, rather than made up of peripherally related bits and pieces pulled from many sources. An unexamined alternative to the one-semester model is the infusion or integration of law-related content and strategies during several years of a student's educational career. Again, the integration must be coherent and sequentially organized so that learnings receive adequate reinforcement.

A fifth feature is availability and use by teachers of professional peer support. Teachers called upon to be innovative in the midst of others pursuing a more conventional course are likely to require uncommon support from their peers. Even the most thorough LRE training cannot prepare a teacher for every problem that may arise, nor can it generate undying fervor. A desirable source of ongoing aid and support is a group of colleagues, preferably including persons in the same building, who also teach LRE. Besides diminishing an individual instructor's sense of isolation, involving more than one teacher in the program will contribute to an understanding among those teaching other subjects of the strategies

and objectives of LRE. Their awareness can reduce the chance that these other teachers will resent the occasional "commotion" emanating from the LRE classroom and react negatively to students who have difficulty reentering a more subdued class.

The sixth feature is active involvement of building administrators, particularly those having the most direct responsibility for instruction and teacher evaluation. Their cooperation is helpful in reducing the gap between school governance policies and what is taught about justice in the LRE classroom; too great a contrast may undermine students' belief in the moral validity of social rules and attachment to school personnel. An understanding by administrators of the mechanisms by which LRE can produce beneficial outcomes is insurance against recruitment practices that load a class with problem students and thereby cripple its prospects for favorably affecting peer relationships or labeling. Informed administrators are likely to give an LRE teacher the latitude necessary to employ innovative teaching strategies without fear of reprisal and to give active support to the use of outside resource persons. Involvement of administrators also can reduce their skepticism when an LRE class has visible leveling effects (say in the form of unusually high grades earned by students with a reputation for poor school performance). Finally, involved administrators can create structures to facilitate professional peer support for teachers.

Each of these six features increases the prospects that an LRE class will reduce delinquent behavior, because each affects one or more of the behavior-related factors described earlier: commitment, attachment, involvement, belief in the moral validity of social rules, equality of opportunity, and positive labeling. Table 15 identifies the dimensions that each feature is likely to affect directly.

Our analysis identifies these six prescriptive features as significantly related to the achievement of desired outcomes for LRE. Yet no single classroom studied was found to have incorporated all six. Of equal importance, when five of the six were found in a class, their presence did not appear to be associated with any direct action of the national LRE project. Instead, their presence was a result of the initiatives of teachers in their individual classrooms. However, the responsibilities of teachers are sufficiently broad and demanding that they cannot always take this initiative. For example, the status of classroom teachers militates against their spearheading a drive to introduce an instructional leadership role to senior administrators or provide adequate structures for the peer support required for the introduction of innovative teaching strategies.

Thus, while all who engage in the law-related education process are likely to believe that they are "doing LRE," in reality the LRE program effort may be incompletely or inadequately implemented because of failure to understand the precise meaning of the above prescriptions for teachers, educational administrators, and participants from the community. If this is the situation, the product of the LRE class may be no change in behavior or an increase in delinquent behavior rather than the reduction desired.

Table 15

Links Between LRE Program Features and Behavior-Related Factors

LRE Program Features That Produce Favorable Changes in the Behavior-Related Factors	Factors That Lead to a Reduction in Delinquent Behavior					
	Commitment	Attachment	Involvement	Belief in the Moral Validity of Rules	Equality of Opportunity	Positive Labeling
1. Adequate preparation and use of outside resource persons.	X	X	X	X		X
2. Use of teaching strategies that foster true interaction and joint work among students.	X		X		X	
3. Judicious selection and presentation of illustrative case materials.				X		
4. Provision of a sufficient quantity of instruction.	X	X	X	X	X	X
5. Availability and use by teachers of professional peer support.		X		X		X
6. Active involvement of building-level administrators.				X	X	X

Based on the six features reported to be relevant, the projects should develop a prototype implementation model for LRE which emphasizes and explains the necessity for the presence of all prescribed features. The findings of this impact study, other educational research, and delinquency research should be used to explicate the theoretical underpinnings which link the features. Participants should be shown how the prescriptions fit together to support the logic of LRE classroom processes which lead to better citizenship and behavior. In particular, participants must understand how the features concerned with action outside the classroom support the introduction of innovative instructional strategies in the LRE classroom.

As a complement to this implementation model, the projects should design a training program capable of transmitting knowledge and experience derived from clinical practice to the teachers, educational administrators, justice system personnel, and others whose insight and experience are needed to support innovative classroom instruction. The training model should include sufficient theory and opportunities for experiential learning to provide a persuasive justification for the implementation prescriptions.

In addition to core elements of training needed by all who will be involved in delivering LRE are areas that should be covered in depth for persons performing particular roles. Teachers (and law students who teach) must come away from training with an informed sense of what constitutes suitable adaptation of materials, how to prepare and use outside resource persons, and how to realize maximum benefit from collegial peer support. Administrators in instructional leadership roles should come away with pointers for encouraging mutual support among teachers, assisting in arrangements for outside participants in the classroom, and providing input for lesson plans. Administrators who are less actively involved should be made familiar with the need for teaching strategies that might appear chaotic to a passer-by, as well as the importance of making governance policies and informal curriculum congruent with the ideals of fairness and due process articulated in the LRE classroom. Justice personnel and other potential resource people should learn the value of genuine interaction with students around issues that surface in the course, as contrasted with a standard orientation lecture. Besides having differing training needs, persons in these various roles differ in the amounts of time they can allocate to training. A recommendation, therefore, is for the design of several training programs derived from a common prototypic model, with each program geared to the particular needs of one category of participant.

Training needs differ not only by category of participant, but across sites. Although a substantial majority of teachers trained during the past two years have reported that the training met or surpassed their expectations, complaints voiced by a disappointed minority suggest a possible avenue for improvement. Some of the dissatisfaction expressed has been due to trainers' either spending time on an area in which a teacher was already proficient or neglecting to help a teacher with an immediate problem. At the sites examined, training often has not occurred until implementation has been underway; many of those attending training sessions came to the sessions with varying amounts and kinds of experience teaching LRE. Differing stages of implementation constitute one reason for differences in specific training needs across sites and probably also constitute a reason for the complaints voiced by some trainees. Projects should therefore give more attention to assessing training needs of <u>particular sites and participants</u>. This should be a topic of advance inquiry at the time a training session is scheduled and of a poll of participants when a session begins.

To maximize the extent to which projects can plan training to meet local needs, they should focus on buildings as the unit of change in those districts where such a plan is feasible. Data gathered this year suggest that wide variations in virtually every factor critical to the success of LRE exist in schools within the same district. The implication is that each building be approached as a separate entity with unique strengths and weaknesses. Developing a plan for a state or even a district may not respond to conditions that exist in any individual building.

Projects should also take deliberate action to encourage teachers to bring in resource persons from the community. The data indicate that the verbal encouragement and technical assistance that projects have provided have produced no measurable increase in the involvement of community resource persons. Three effective roles that a project can play to encourage greater involvement of community resource persons entail (1) creating opportunities for personal contacts between teachers and local noneducators who are likely to contribute to effective implementation, (2) training potential resource persons to make appropriate classroom presentations, thus reducing the time investment required of teachers, and (3) funding someone to coordinate the use of resource persons. Bringing justice personnel and representatives of community organizations in to receive training alongside teachers would serve the first two functions, but experience indicates that this is seldom feasible. More frequently, projects have been able to use these persons as presenters at teacher-training sessions. This practice at least facilitates personal contact; moreover, some teachers have described presentations by attorneys or judges as high points of their training. Another project effort to promote educator/noneducator contact is the practice of inviting teams to awareness conferences. Supplementing these practices with specially designed, relatively brief training in pedagogic techniques for noneducators would serve the second function as well.

Bearing all of the above in mind, the projects should design a system for follow-up support and communication with all parties on site. A carefully selected and <u>trained</u> local coordinator who can monitor implementation and provide on-site support will probably be a key part of this system. This coordinator can often serve to expand teacher/resource person linkages.

To help assure that project activities in site selection, negotiations, training, and monitoring conform to the recommendations, staff should remember throughout this process what an optimally implemented program would look like:

1. The program would be led and supported by a principal, an assistant principal for instruction, department head, or other person from the school who is willing to participate in training, has the continuing willingness to work with the program, and has sufficient status and authority to provide instructional leadership--which requires "describing, doing, sanctioning, and defending new instructional practices."

2. The leader would be supporting from two to five LRE teachers who are working vigorously because of the collegial relationships they have developed with each other and the leader and the satisfaction they are obtaining from the learning they and their students are experiencing.

3. The LRE courses would be scheduled to run for at least a semester; teachers would be adhering fairly closely to a curriculum plan, making any changes in a deliberate, carefully documented manner, thus maintaining fidelity to the original curriculum.

4. The students in the class would be randomly assigned (or at least assigned without targeting) to LRE and control groups to avoid disproportionate placement of problem students in LRE and other effects that bias research results. The random assignment principle also discourages creating a dominantly delinquent peer group.

5. In teaching the class, the teacher would be actively supported by representatives from the community justice system, all sufficiently trained in interactive instructional strategies and general pedagogy to work effectively with the students and teachers. The teacher would have had sufficient prior communication with these persons to ensure that nothing untoward occurs and that the visiting instructors understand that they are there (a) to offer credibility which their real-world experience can give to the law, (b) to provide opportunities for students to gain some familiarity with and to the extent possible some attachment to persons in such roles, and (c) to demonstrate the links between the content taught in class and the world outside, thereby reducing the gap between school and community.

6. Project staff would be helping the school leader employ instructional leadership tactics systematically. The instructional leader would be helping teachers cope with LRE practices which violate established norms of teachers in the school and the teachers' own personal habits.

Based on findings related to the differences among the diversion programs assessed, the evaluation team recommends that the National Street Law Institute and any other organization which wishes to support the extension and development of nonschool applications of LRE as an alternative to traditional probation programming take a more active role in replication of the original diversion model. The diversion sites examined received money and written materials, but minimal consultation and no formal training. A second recommendation is for further development of teacher-training materials specific to diversion projects. Third, provisions should be made to increase periodic contact (preferably face-to-face) among persons who teach LRE-based diversion classes. A fourth recommendation parallels one made for effective implementation of LRE in any context, but appears more critical in diversion classes than in regular schools: outsiders who come into the classroom representing law enforcement or justice agencies must be adequately prepared to engage in interactional instructional techniques as well as to transmit factual information.

As LRE becomes better known, its efficacy in primary prevention is likely to be extended not only broadly as an alternative to probation and other treatment interventions (secondary prevention), but to correctional settings for youth and adults (tertiary prevention). An investment in materials, training technology, and evaluation research would seem appropriate.

Awareness

Both the survey data and interview responses suggest that more systematic use of the awareness-building mechanisms already at projects' disposal could substantially increase the number of persons reached. Every category of survey and interview respondent except law school deans and state social studies specialists named professional publications as the publicity form that has contributed most to their awareness of LRE. Material written by staff of several NIJJDP projects has appeared occasionally in educational, legal, and social work journals. Projects should continue using this form of publicity, but on a more regular and focused basis. In addition, they should make an effort to use the professional publications of minority groups, police officers, judges, lawyers, juvenile justice personnel, state school board associations, and other potentially interested audiences to make these audiences aware of LRE. Attention should be given to publications likely to reach elementary and secondary school principals, whose current awareness of LRE is lower than that of any other category of survey respondent except judges. Many principals who are unaware of LRE are nevertheless receptive to the idea of teaching philosophical and practical aspects of the law in their schools. If significant expansion of LRE is to occur, reaching these persons is a critical step.

Although local coordinators and national staff have encouraged those already participating to inform others, the evidence indicates that the possibilities for awareness building through word of mouth remain largely unexploited. Among survey respondents, neither awareness of LRE nor knowledge of particular projects was significantly higher in states that have existing programs than in states that do not. We recommend that the projects place greater emphasis on structures and/or incentives to facilitate collegial dissemination of information about LRE in those states in which they have gained footholds in individual localities.

Another mechanism for awareness building is direct activity by local and state-level coordinators. Coordinators' efforts have varied not only in terms of geographic coverage, but also in the amount of initiative displayed. All have made information available to interested educators and others, but the extent of active recruitment through presentations, training sessions, and unsolicited mail appears to be uneven. It is recommended that projects take more deliberate action to assure that their coordinators become substantially more than passive repositories of information. Training trainers, thereby facilitating a coordinator's ability to organize multiple sessions within a state, is an example of such action.

State and local sessions are a desirable alternative to regional conferences at this stage of LRE awareness development. Several characteristics of state or local conferences would seem to make them more effective. These types of conferences would provide an opportunity for coordinators of existing state and local programs to perform a more active role. They would also allow coordinators to use their personal networks to recruit participants for the conferences. Finally, these conferences could fairly easily attract multiple audiences. Educators, lawyers, police, judges, and other interested persons from potential sites should be invited to attend as teams. Finally, more attention could be paid to inviting those professionals who, in the past, have not been represented at regional conferences (i.e., police chiefs, school board members, social service agents, etc.).

The general recommendation in this section is for projects to work more systematically to increase awareness by building on the mechanisms already employed. This work should include (1) placement of more material in professional publications, particularly those likely to reach audiences with low levels of awareness of LRE, (2) encouragement of existing participants to relay their knowledge and experiences of LRE to their fellow professionals, (3) use of existing professional organizations and state departments of education as a network to disseminate information to potentially interested audiences, (4) support for active, targeted awareness building by local and state coordinators, (5) efforts to bring educational administrators at lower than state levels to awareness conferences, (6) conduct of flexible state and local awareness sessions designed expressly to accommodate persons unlikely to attend either regional conferences or local training workshops, and (7) efforts to bring teams representing a variety of backgrounds to local and state conferences which rely heavily on presentations by persons involved in local LRE programs.

Adoption

Three broad steps by a project that lead to adoption of a local program are choosing a site, identifying those who will participate in a decision to adopt, and negotiating both the obligations of persons on site and the tangible and intangible inducements to come from the project. NIJJDP grantees have given varying amounts of attention to each of these steps. Evidence indicates that efforts during 1981 were more directed, focused, and deliberate than earlier efforts.

To avoid implementing ineffective (or counterproductive) LRE courses, project staff should regard the following as important in their site selection decisions:

1. Involvement of at least one school building administrator in an active instructional leadership role, beginning with participation in a project training session (preferably one designed for administrators).

2. Presence of professional peer support for all who teach LRE, preferably within each school building, but at least within the district.

3. Availability of community professionals and law students who will participate in training prior to working with students in LRE classrooms.

4. Willingness of school and/or district to incorporate teaching strategies that foster true interaction and joint work among students.

5. Availability of teachers to attend project training of sufficient duration to assure comprehension of the elements that link LRE to potential behavioral improvement, as well as competence in using appropriate teaching strategies and familiarity with the materials.

6. Willingness to incorporate into school curriculum an LRE course of sufficient duration to justify an expectation that the experience will improve students' behavior.

Additional factors to assess before selecting a site include the following:

1. Level of locally perceived need for LRE.

2. Degree of willingness of a local site to commit financial resources to support LRE.

3. Willingness of a local site to provide systematic feedback about the nature of the program.

4. Willingness of a local site to cooperate in an evaluation of the programs and to provide access to necessary data.

5. Quality of a locally written implementation plan.

6. Availability of community resource persons willing to assist the program.

7. Ability of both the targeted organization and others in the community to generate financial support for the program.

8. Willingness to commit a critical mass of teachers.

These factors represent not only topics for advance investigation by project staff, but subjects for explicit agreements between a project and persons on site. Agreements made by projects and local sites have not always guaranteed compliance, but such agreements have helped to prevent "surprises" from occurring after a local program is underway.

Before and following site selection, project staff should attend to lines of authority and power relationships in the targeted community. Investigation of these factors should go well beyond talking to a few individuals. Such potential allies as judges, lawyers, police officers, lawyers' spouses, parents, and businesspersons should be contacted and involved as quickly as is feasible.

Obtaining the active participation and cooperation of a local instructional leader is critical. The official role of this person will vary across sites. The instructional leader may be a department chairperson, a respected teacher, a curriculum coordinator, a social studies specialist, or--especially at the elementary level--a principal. The active cooperation of these persons is necessary because they can give the program legitimacy and can often make rewards and resources available to support LRE. Projects should convey details of the program to decision makers and instructional leaders directly, rather than relying on other persons at the site to relay information to them.

Decision makers should understand what is expected of them and others in the community and should learn the interests, capabilities, and resource limitations of the negotiating project or projects. Projects should make requirements for sites explicit during the negotiations. One requirement projects should attend to at this stage is for a certain number of teachers within each building to be trained. To develop collegial support for implementation and critical mass for institutionalization, involving a group of teachers within each building where LRE is being delivered is desirable.

Project staff should go into the negotiations with some knowledge of the existing curriculum and local schedules for budgetary allocations and curriculum revision. Sites which have an existing LRE program often recognize needs that strengthen their commitment to LRE, but they also are likely to resist adopting entire new courses. Instead, they seem most receptive to new activities that can be integrated into the existing curriculum and thus help teachers achieve current program goals. An exception to this pattern may occur when districts are revising their curricula; the prospects for complete course adoption appear highest at the beginning of the revision process.

Another aim of early negotiation is to reach agreement on the inducements and incentives to come from the project. The recommendation is simply to find out what the local decision makers need or want and, within project budgetary limitations, provide it. While there are logical grounds for fearing that an abundance of material incentives might induce uncommitted persons to adopt a program and thus prove counterproductive for institutionalization, the data suggest that such fears have had little merit to date.

Although a project's promise to provide ongoing guidance to persons on site apparently has not been a major contributor in decisions to adopt, we recommend that projects continue to make this promise and systematically follow up on it through inquiries. Regardless of the value they place on technical assistance, persons on site will at least be made more receptive to continuing attention from project staff. The promise will thus pave the way for both project monitoring (which is also recommended) and guidance to minimize the risk of losing key elements of LRE content or strategies during implementation. Some instances of relatively low program success appear due in part to weaknesses in project follow-up at a site.

Other inducements for adoption are the potential benefits of LRE described to decision makers. The benefits most likely to contribute to a favorable adoption decision are the ones that relate to needs perceived as important by persons in the targeted organization and community. Among factors cited most frequently as critical in local decisions to adopt are interests of students, possibilities for improved learning or cognitive development, and teachers' own professional growth. All of these appear to be reasonable claims to make for LRE in presentations designed to encourage adoption.

The choice of what to include in a presentation, however, should be guided by more than its immediate salability. If faithful implementation is desired, the potential benefits described in a presentation should encompass more than perceived local needs. Moreover, the ways in which particular LRE techniques, activities, and content are likely to produce these benefits should be made clear.

Finally, projects should not encourage adoption at more sites than their resources allow them to adequately prepare.

In brief, the recommendations presented in this section are for (1) making site selection criteria explicit and applying them rigorously, (2) identifying and involving a wide range of potentially interested individuals and organizations, (3) using advance information about local power arrangements to identify and involve appropriate decision makers and institutional leaders, (4) entering negotiations with information about local needs, existing LRE activity, and timing of budgetary activities and curriculum revision, (5) making and obtaining specific commitments during negotiations, including specification of a minimal number of teachers to be involved per building, (6) allowing local preferences to guide the choice of material inducements offered, (7) considering implementation and institutionalization, as well as adoption, in deciding what information to convey and what claims to make about the effects of LRE, and (8) selecting only as many sites as available resources can support at a level encouraging fidelity of implementation and institutionalization.

Institutionalization

Institutionalization refers to an LRE program's becoming a self-perpetuating organizational fixture that will persist with or without continued support from a national project. Once institutionalized, a program will continue until there is a deliberate official decision to drop it; keeping the program going requires no deliberate action. Discontinuing LRE becomes more difficult than retaining it except in the face of overwhelming reductions of monetary resources. Ultimately, an institutionalized program is one that is accepted by students, parents, school personnel, and community persons as an essential component of every child's education.

The breadth of support required for institutionalization is substantially greater than that required for adoption or implementation. Except in districts with highly centralized authority structures, project contact with a single department chairperson or classroom teacher might result in a school's offering LRE in some form. Although teachers report success in their own efforts to interest colleagues and occasionally to create enthusiasm among administrators, the long-term outlook for a program begun with limited contacts is tenuous at best. At all sites examined, educational administrators have in fact become involved in the program to some degree. Some of the principals and district personnel interviewed have actively sought increased support for LRE from within their own organizations, while others have merely given permission to interested teachers to include this content in their classes or passed along announcements of training sessions sent to them from a higher administrative level.

In terms of participation in sessions conducted by projects, the involvement of administrators at most sites has been considerably less than that of teachers. It is recommended that projects aggressively seek more intensive involvement by educational administrators at all levels than is required for adoption alone. Their enthusiasm is critical in obtaining the official support on which survival of a program will depend when project resources are withdrawn or when individual teachers leave or lose interest in LRE. Ideally, visible support should come from every level of an educational system: state, district, county or diocese, and local. Particularly important is support among administrators who have power. If LRE is to survive in these situations, it must be protected by powerful friends.

Broad support from outside the educational system also enhances prospects for institutionalization. Occasionally, a group of noneducators has spearheaded adoption of LRE; more frequently, involvement of community and justice persons has begun during implementation. Beyond their role in effective implementation (see the previous section), such persons have contributed directly and indirectly to prospects for institutionalization. Direct contributions have included assistance in obtaining ongoing funding and intervention with decision makers in positions to affect the future of an LRE program. Indirectly, the interest of substantial numbers of influential persons in itself constitutes a force for continuation; decision makers come to anticipate more complaints from halting a program than from keeping it going.

Another factor which appears to enhance prospects for institutionalization is the requirement that local sites assume partial financial responsibility for implementation of the program. This requirement does not guarantee that institutionalization will occur, but it does reduce the number of potential sites which have little interest in LRE and are only seeking outside funds.

Institutionalization demands that LRE not be dependent upon a single individual for its continuation. This suggests that a critical mass of teachers is necessary if a program is to survive. Such a critical mass provides a cadre of capable teachers who can interchangeably conduct LRE

courses. In addition, a critical mass can generate enough districtwide support to assure that the program will continue if a supportive superintendent or principal leaves.

Another factor which can encourage institutionalization is the requirement that local sites gather data about LRE students which will show beneficial impact. These data can then be presented to educational decision makers as a justification for the program.

A final recommendation related to institutionalization is for projects to maintain contact with former sites. These sites should continue to receive newsletters and other information distributed by the project offices. Frequent contact can be beneficial in maintaining enthusiasm and avoiding ossification, both important factors at long-standing sites.

Recommended steps for enhancing prospects for institutionalization are to (1) generate support among all levels of administrators, (2) secure the active support of powerful administrators, (3) generate broad support outside the educational system, especially among justice personnel, (4) define the purpose and tasks of advisory committees so that they can actively contribute to local LRE programs, (5) augment training and verbal or written encouragement with direct assistance to educators in securing appropriate community resource persons, (6) continue and expand the practice of team attendance at awareness conferences, (7) require local sites to assume some of the financial burden for implementing LRE, (8) develop a critical mass of LRE teachers within target buildings, (9) encourage local sites to systematically gather data about the impact of LRE upon students, and (10) maintain contact with and support of LRE sites after they cease to be intensive sites.

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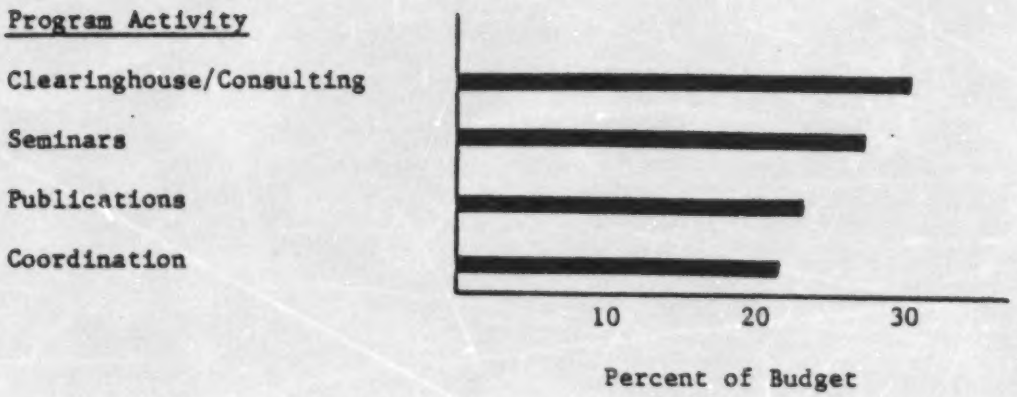
Appendix A

PROJECT DESCRIPTIONS

AMERICAN BAR ASSOCIATION

ABA proposed four main categories of activities for its 1980-1981 program: coordinating the activities of all six grantees, conducting law-related education seminars, publishing law-related resource materials, and providing clearinghouse/consulting services to the field. The graph below shows the percent of ABA's budget that was allocated to each of these activities.

Percent of Budget
Allocated to Each Program Activity
ABA
11/15/80 - 8/15/81



Coordination

During the latter half of the preceding year, ABA's role as NIJJDP LRE coordinator was redefined in keeping with the wishes of the other projects; coordination was made a function of the Coordinating Council. This redefinition has allowed ABA to act as an equally situated peer at Coordinating Council meetings, while retaining administrative responsibility for arranging the sessions.

ABA did continue to actively coordinate the NIJJDP LRE exhibit program. Firsthand observations by evaluators at conventions of the National Council for the Social Studies (NCSS), National Association of Elementary School Principals (NAESP), and National School Boards Association (NSBA) indicated that the exhibit has been a better organized, more effective tool for increasing awareness about LRE during Year 2.

Seminars

ABA conferences/seminars are the cornerstone of the project's awareness-building activities. The mail-out surveys revealed that a significant percentage of educational and justice professionals generally aware of LRE cited ABA conferences as contributing to this awareness. LREEP

survey, interview, and observational data indicate that ABA awareness activities have been successful in reaching target audiences in those areas where it has conducted regional conferences.

Publications

ABA publications are a primary dissemination tool in the field of law-related education. Those funded by NIJJDP include the bulletin LRE Report, the periodical Update on Law-Related Education (one issue per year is funded by NIJJDP), and resource volumes such as the recently published handbook Building Bridges to the Law. In addition, ABA staff members also contribute to various professional journals and bulletins.

Clearinghouse/Consulting

ABA serves the field of LRE generally with its clearinghouse and consulting services. Through its extensive seminar and publication activities, ABA has, over the years, developed contacts with hundreds of organizations and individuals requesting materials, information, and technical assistance for law-related studies and programs. The qualifications of ABA staff members enable them to conduct workshops to help teachers incorporate LRE into the standard curriculum, as well as to assist in the design--or redesign--of a complete K-8 social studies curriculum. Such consultation and technical assistance were provided by ABA staff to school districts in Kansas and Illinois, respectively, during 1980-1981. An ABA staff member is also consulting on Project '87 of the Agency for Instructional Television. The project focuses on teaching about the Constitution.

CHILDREN'S LEGAL RIGHTS INFORMATION AND TRAINING PROGRAM

CLR continued its legal research efforts, continued writing and publishing the Children's Legal Rights Journal, prepared a major revision of The Child and the Law text for submission to the publisher, recruited new staff members, provided consultation to the State of Maryland Division of Social Services, conducted the first of five interactive telephone conference/workshops involving students at several branches of the University of Wisconsin and agency personnel at various locations in the state, and revised and refined CLR's goals and objectives for 1980-1981.

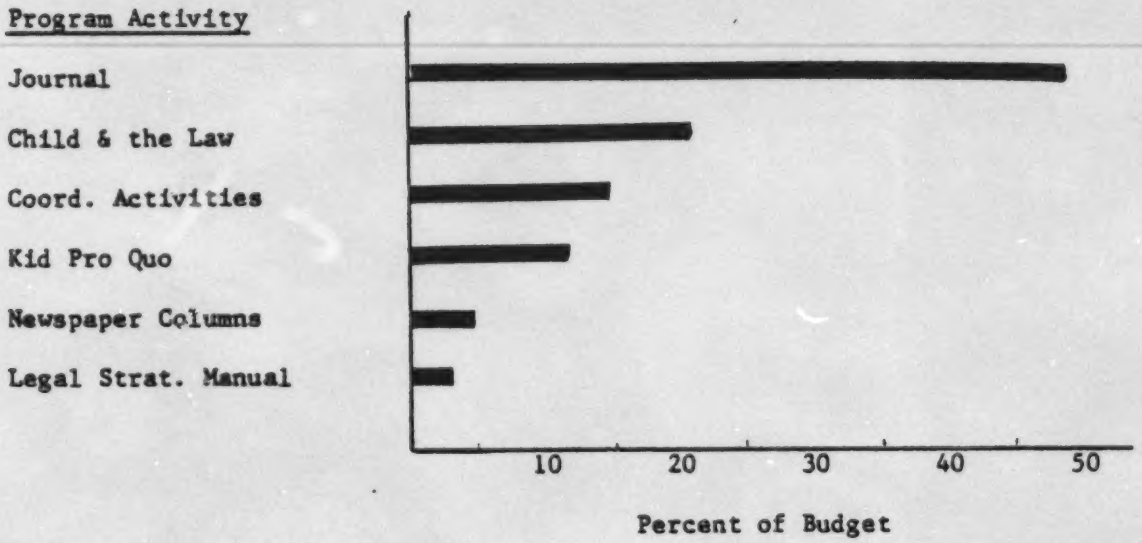
CLR has also begun to develop and publish a version of the Children's Legal Rights Journal for junior and senior high school students, tentatively titled Kid Pro Quo. To advance professional awareness, CLR continues to publish a monthly column in the NASW Newsletter, contribute original articles to publications such as Social Work in Education, and permit reprint of CLRJ articles in such other publications as Children Today, The Educational Times, and Principal. CLR has continued its cooperation with CRF by preparing material for JUST-US and "Youth and Justice."

Other CLR accomplishments include (1) institutionalization of the Child and the Law course through its adoption at 35 universities and colleges, (2) provision of technical assistance to these and other universities that wish to incorporate this course, and (3) the provision

of technical assistance and training to law students who have completed NSLI's LRE program in participating law schools.

The graph below shows the percent of CLR's budget (excluding general administration) allocated to each program activity.

Percent of Budget*
Allocated to Each Program Activity
CLR
11/15/80 to 8/15/80



*Excludes that portion of the budget which was allocated to general administration.

CONSTITUTIONAL RIGHTS FOUNDATION

The Constitutional Rights Foundation specified three goals and a series of related objectives for the second phase of its law-related education project. All of these goals have been achieved or exceeded during this phase of project activity.

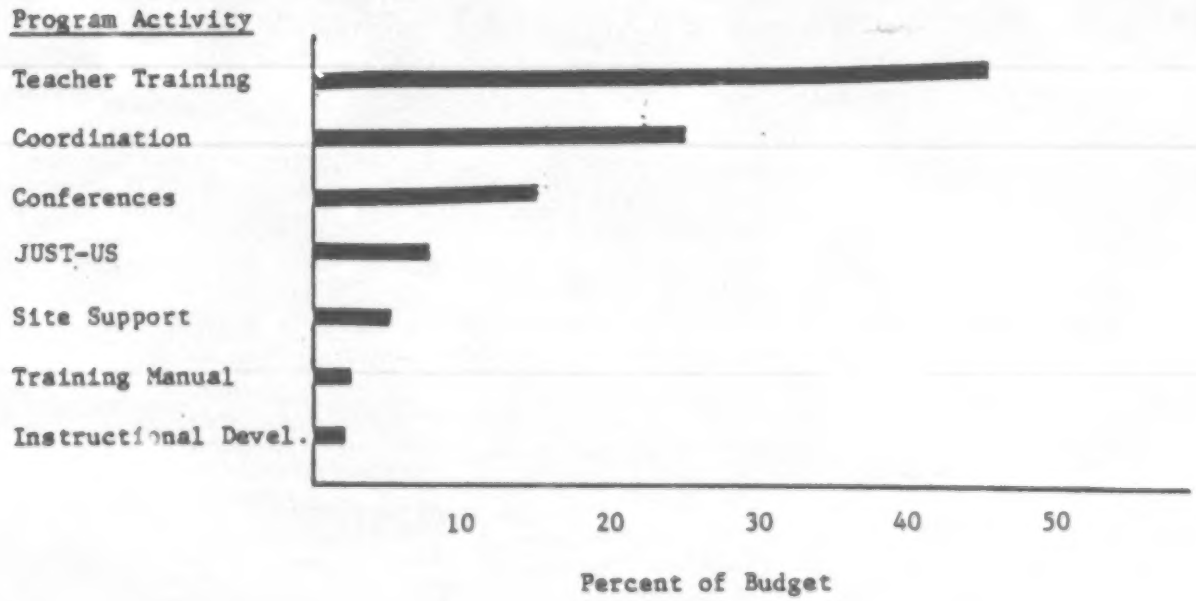
The first goal achieved by CRF has been "to increase the number of law-related education courses or units available to young people." This was accomplished by working intensively with educators and administrators to assist them in establishing viable LRE programs within their schools. This included conducting awareness sessions, planning meetings, training, and follow-up consulting. CRF has exceeded their target number of sites by one, for a total of 11 intensive sites. The CRF proposal specified a teacher-training target of 150 to 300 teachers, but 923 teachers actually received training in substantive content, teaching methods and techniques, and strategies for implementing CRF's components. In an experiment in working with nonschool groups, CRF assisted local Girls Clubs leaders in implementing LRE programs in their home areas.

Part of the training the educators and administrators received focused on ways to increase community involvement in school law-related curriculum. This was CRF's second goal. It was accomplished by using community resource experts in the classroom and offering field experiences in the community. In addition, curriculum such as CRF's Youth Action mini-units stimulated students to learn more about their community. In some sites, productive and responsive advisory boards were formed. Others developed comprehensive community resource directories for teachers.

The third goal achieved by CRF has been "to increase youth involvement in school law-related curriculum." Here again emphasis was placed on training teachers in methods to promote youth involvement and in the use of educational materials which encourage classroom participation. CRF has had an impact upon approximately 147,000 students through the teachers and Girls Club leaders trained during Phase II. Among the unique features of the CRF program encouraging active student involvement are the writing programs associated with JUST-US, a student-written newspaper published by CRF and distributed to all participating schools, and the "Youth and Justice" feature of the Chicago Sun-Times. The "Youth and Justice" feature is part of the weekly "Viewpoint for Schools" section of the Sun-Times and is available to more than 350 newspapers via the Sun-Times' wires.

The graph below shows the percent of CRF's budget (excluding general administration) allocated to each program activity.

Percent of Budget*
Allocated to Each Program Activity
CRF
11/15/80 - 8/15/81



*Excludes that portion of the budget which was allocated to general administration.

LAW IN A FREE SOCIETY

LFS specified 12 objectives in its 1980-1981 proposal. These may be grouped into three categories: those regarding establishment, operation, and institutionalization of the LFS centers; those regarding cooperative efforts with other LRE projects, particularly those funded by NIJJDP; and those related to dissemination of information about LRE to groups outside the centers.

Establishment, Operation, and Institutionalization of LFS Centers

LFS refunded six of the 1979-1980 centers and funded five new centers, surpassing its goal of ten centers by one. The centers selected for refunding were those believed to have the most potential for consolidation and expansion with further aid from LFS.

All of the centers have implemented LFS teacher-training programs. Approximately 1,000 teachers were trained, more than anticipated in the proposal. Awareness activities involved hundreds of additional teachers and administrators. A wide range of adaptations in the programs have been developed by centers to meet local training and awareness needs.

Progress toward institutionalization has been made at all centers, as measured by the factors indicated as relevant to the achievement of this objective in the LFS proposal. All of the centers have procured local funding to support their activities, in most cases from outside sources as well as from internal resources committed to the program. LFS curricular materials have been approved and adopted for use in all of the centers established in school districts and by individual school districts and schools connected with county-, state-, or university-based centers. Scope and sequence guides indicating ways in which LFS and other law-related education materials can be integrated into local curricula have been developed at eight centers.

Cooperation With Other Projects

LFS provides information to center coordinators on the programs of the other NIJJDP-funded projects. In addition, one or more representatives from each center attended the LRE Leadership Training Conference in Washington, D.C. in February, where they had the opportunity to learn more about the other projects funded by NIJJDP and the Department of Education LRE projects. Two-thirds of the centers have involved the other NIJJDP-funded projects in their activities.

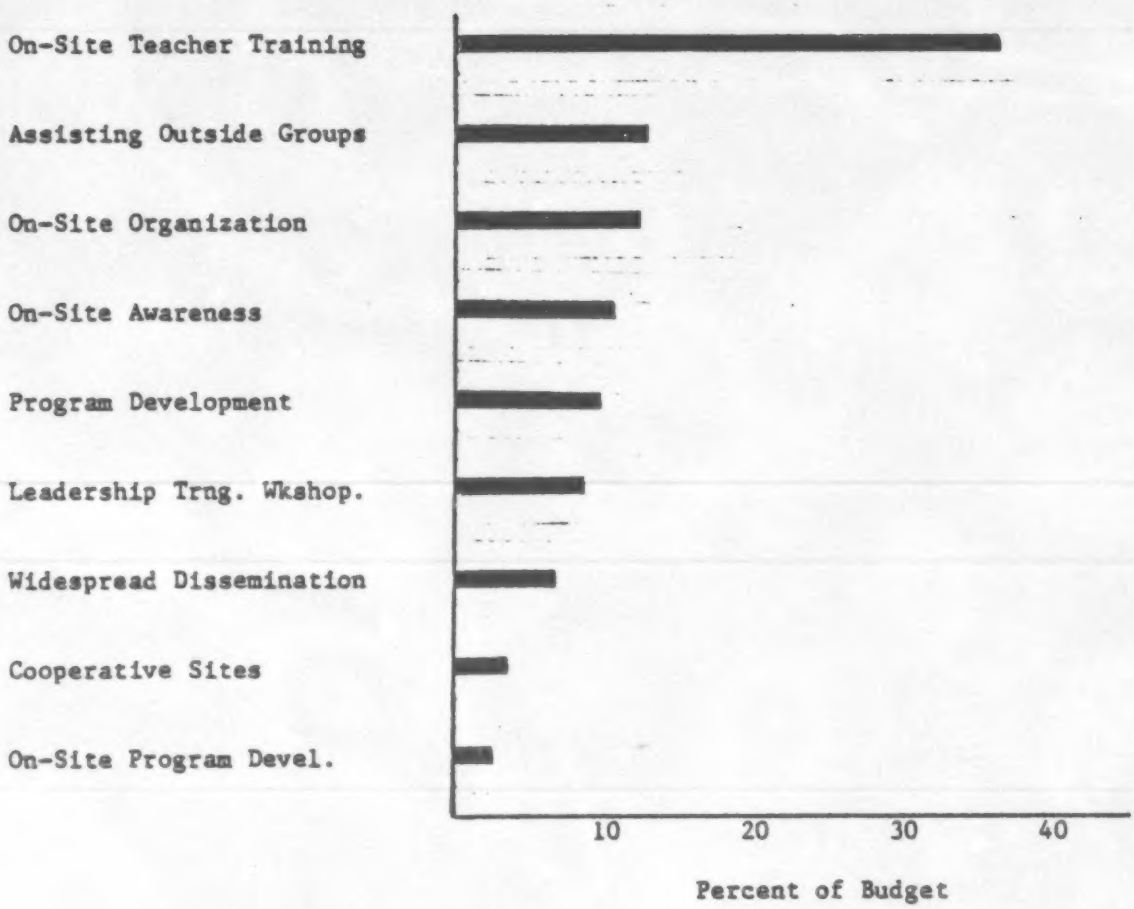
Dissemination

LFS responds to frequent requests for information about the LFS project by explaining the materials and services available, by providing preview kits for examination, and by referring people to local center personnel when appropriate. Presentations have been made at a large variety of professional meetings and conventions, including those of the National Association of Elementary School Principals, the National Council for the Social Studies, regional social studies councils, and the National Catholic Education Association. Center staff members have

also engaged in dissemination activities at the request or encouragement of LFS by making awareness presentations in their own districts or at regional conferences.

The following graph shows the percent of LFS's budget (excluding general administration) allocated to each program activity.

Percent of Budget*
Allocated to Each Program Activity
LFS
11/15/80 - 8/15/80



*Excludes that portion of the budget which was allocated to general administration.

NATIONAL STREET LAW INSTITUTE

NSLI's efforts have been in four complementary but discrete areas: law school programs, school system projects, nonschool projects, and materials development and dissemination.

Law School Programs

The law school program has surpassed initial goals and objectives. In addition to the 20 law school projects receiving ongoing assistance from the institute, five new projects have been initiated--two more than anticipated in the NIJJDP grant proposal. NSLI coordinates this network of projects and conducted a conference for them in June 1981.

School System Projects

NSLI has six continuing school system sites and four new sites. Most of the school sites using NSLI curriculum materials are now beyond the experimental stage. Course adoption and general implementation have been achieved.

Projects Outside of Schools

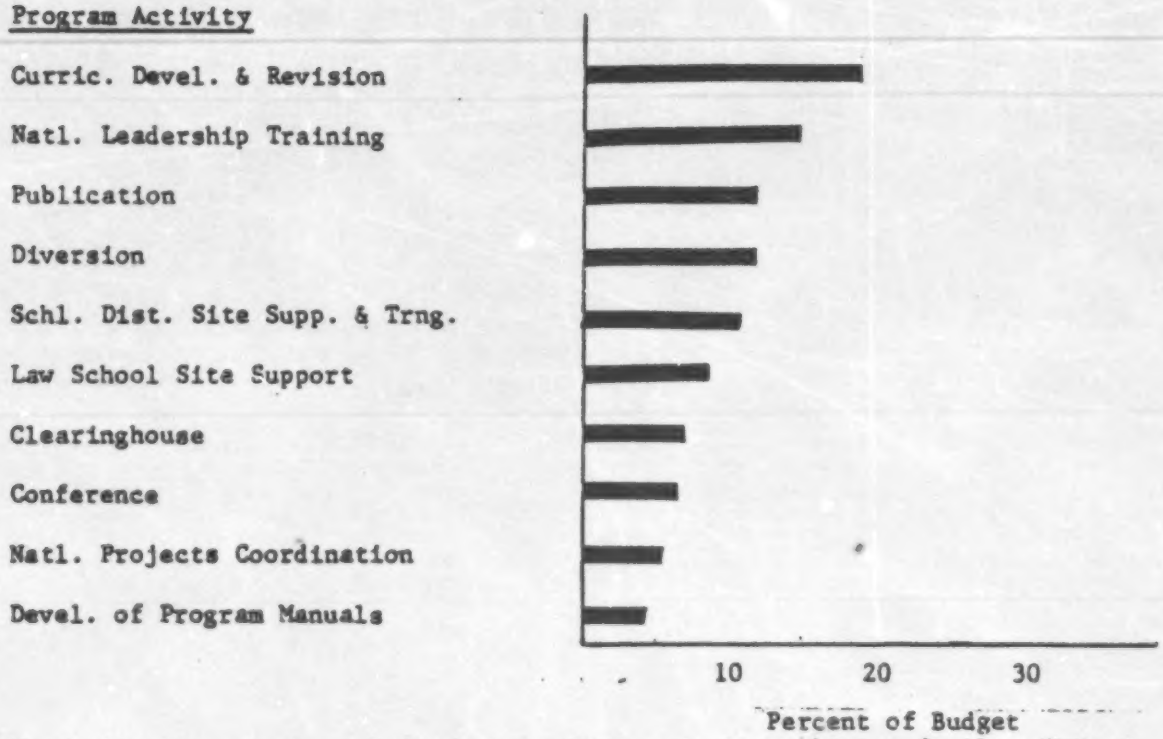
Replicating the Washington, D.C. diversion program is currently NSLI's principal nonschool project. First-year pilot programs have been completed at three sites, but actual program implementation at the sites has varied. The data indicate that while a fully operating program can have impact on delinquent acts among the juveniles attending, the programs are sufficiently isolated from schools to demand a strong emphasis on developing positive role models.

Materials Development and Dissemination

Materials developed have been abundant and of high quality. Drafts were completed of the diversion course handbook (including teacher guidelines and student materials) and of a technical assistance memorandum on Street Law teacher training. The revised edition of Street Law has been published. The staff continues to produce a variety of mock trials for different grade levels, concentrating on delivering well-balanced trials and program manuals. NSLI has also initiated a newsletter, Street Law News, for LRE practitioners, particularly those in coordinator roles. Information about the various NSLI products is disseminated through its clearinghouse activities.

The following graph shows the percent of NSLI's budget (excluding general administration) allocated to each program activity.

Percent of Budget*
Allocated to Each Activity
NSLI
11/15/80 - 8/15/81



*Excludes that portion of the budget which was allocated to general administration.

PHI ALPHA DELTA LAW FRATERNITY INTERNATIONAL

During 1980-1981 the range and number of efforts undertaken by PAD have greatly expanded. Examples of these activities can be grouped under four broad headings.

General Awareness Activities

One major awareness activity was the presentation of information about law-related education--and particularly PAD's involvement in it--at eight district leadership conferences throughout the United States. Drawing on experiences in the preceding year, PAD published documents directed toward making the legal community more aware of LRE and opportunities for participating in local LRE activities. These include For Value Received: Community Law Benefits to Law School Students, Focus on Youth, Crime and the Decline of Values, a resource guide for lawyers and law students who work with elementary school classes, and a resource guide for lawyers to help solicit funds for local LRE projects.

Although most of PAD's general or national awareness efforts have been appropriately aimed at the legal community, the fraternity has in the past year begun communication with a number of educational organizations and agencies. These include the American Association of School Administrators, the Council of Chief State School Officers, the National School Boards Association, the National Council for the Social Studies, the National Association of State Boards of Education, the National Association of Elementary Principals, and the National Association of Secondary School Principals.

Community-Based Activities

Begun in Phase I and continued through Phase II have been numerous community-based activities in which PAD has enriched or initiated LRE efforts in specific communities. In some instances, these efforts have been a continuation of the work begun in Phase I; in others they represent new undertakings. In both the new and the continuation endeavors, the purpose has been to promote law-related education in a way which helps ensure its success and institutionalization in that particular setting.

State-Level LRE Efforts

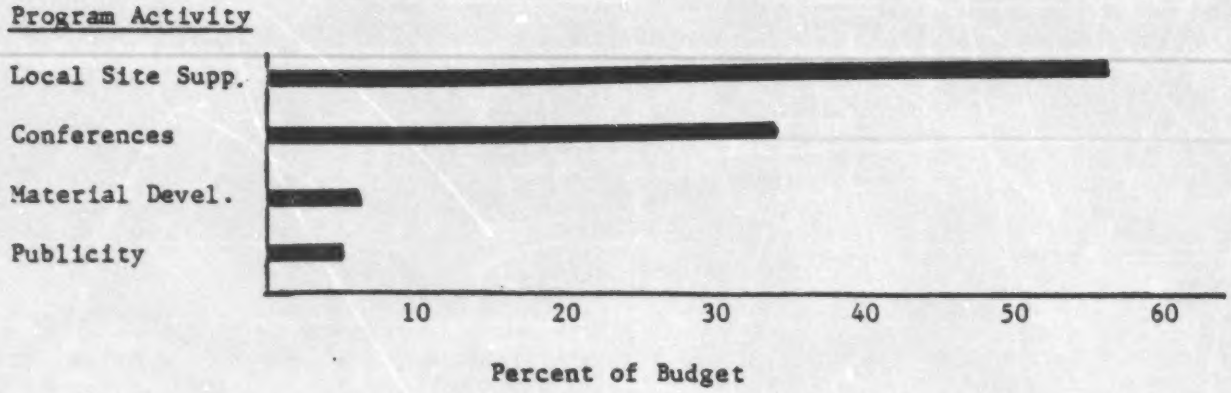
Believing that state-wide LRE activities can help initiate or strengthen community programs, PAD has worked in two states, supporting a nascent teacher-training program in one and funding a conference for a well-established program in the other.

Coordinated Efforts with Other NIJJDP Grantees

During Phase II, coordinated work between PAD and the other NIJJDP grantees increased and included funding support for the endeavors of other projects, joint publication efforts, and sponsorship of an all-grantee conference.

The following graph shows the percent of PAD's budget (excluding general administration) allocated to each program activity.

Portion of Budget*
Allocated to Each Program Activity
PAD
10/80 - 5/81



*Excludes that portion of the budget which was allocated to general administration or activities not listed above.